DOCUMENT RESUME

ED 163 156 AA 001 059

Resources in Education (RIE). Volume 14, Number 3.
Educational Resources Information Center (DHEW), Washington, D.C.; ORI, Inc., Bethesda, Md. Information Systems Div.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Mar 79
Note-1P.; Contains accession numbers ED 160 726 - ED 162 049
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402; on annual subscription, $42.70 (Domestic), $53.40 (Foreign)
EDRS Price MF-$1.16 HC Not Available from EDRS.
Descriptors-*Abstracts; *Annotated Bibliographies; *Documentation; Education; Educational Reseach; *Educational Resources; Indexes (Locaters); *Information Dissemination; *Instructional Materials; Literature Reviews; Periodicals; Resource Guides; Technical Reports
Identifiers-*Resources in Education

Resources in Education (RIE) is a monthly abstract journal which announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,500 documents and provides indexes by Subject, Personal Author, Institution, and ERIC Clearinghouse Number. This special COM Microfiche edition is prepared directly from the ERIC magnetic tape data base prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (LRS/WTB) statement of knowledge development activities is a planning document, designed to test ideas and furnish a foundation for subsequent efforts. (MF)

ED 160 760 CE 017 012

Neave, Guy, Ed.

Research Perspectives on the Transition from School to Work. Report of a European Contact Workshop Organised by the Institute of Education (ECF) under the Auspices of the Council of Europe with the Participation of the Commission of the European Communities, Brugge, July 1977.

Council of Europe, Strasbourg (France).

Pub Date-78

Note-141p.

Available from-Swets Publishing Service, Heereweg 347 b, 2160 AH Lisse, Holland

Document Not Available from EDRS.

Descriptors-Bibliographies, Curriculum Development, Curriculum Evaluation, Disadvantaged Youth, Dropouts, *Educational Research, Needs Assessment, Part Time Students, *Research Methodology, *Research Problems, Secondary Education, Student Motivation, Teaching Methods, *Vocational Education, Workshops, *Youth Employment

Identifiers-Denmark, Great Britain, Netherlands, *School to Work Transition, Switzerland

This report presents papers, analyses, and recommendations of a five-day workshop held to explore the relationship of education and youth employment. Five papers delivered at the meetings are included: Current Assumptions on the Nature and Purpose of Secondary Education and Its Relation to Education 16-19,'' by Edmund King; Review of Research into Aspects of the Education and Training of Young Part-Time Students,'' by Marjorie Holt; Purposes and Effectiveness of Current Research into the Education of Young People Who Are at Work,'' by Burkart Sellin; Methodological Problems Encountered in Research Projects on the Education of Young People at Work,'' by Hans Seitz; and Non Methodological Problems of Educational Research in the Area of Young People Aged 16-19 Who Are at Work,'' by Gerhard Welbers and Udo Reuter. An introductory paper and a summary of the proceedings provide an analysis of the workshop presentations and discussions while a separate section outlines the recommendations that the participants made for future research in the areas of youth motivation, curriculum development, organizational patterns for education, curriculum evaluation, and additional issues such as the needs of disadvantaged youths. In the appendixes are (1) addenda to the Holt and King papers, focusing on other perspectives of their topics and (2) information about the Danish Secretariat for Youth Research. A bibliography of relevant publications lists books, journal articles, research projects, registers and abstracts of research, and research publications of British, Dutch, and Swiss origin. (ELG)

pre-test was given in December of 1975 before any career education materials were utilized at Marty. The post-testing is expected to take place in the spring of 1977 and again in 1978. (BM)

ED 160 778 CE 017 610

Lindia, Albert And Others
Penetrating School Strata through Career Education. Program Evaluation.
Bristol Public Schools, Conn.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-30 Jun 76
Grant-G007502291
Note-37p.; For related documents see ED 107 935, ED 109 299-300, ED 139 989, ED 114 586, and ED 120 411
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Career Education, Elementary Secondary Education, Evaluation Methods, *Fused Curriculum, *Information Dissemination, *Instructional Materials, Interagency Cooperation, National Programs, Organizational Communication, Post Secondary Education, *Program Evaluation, Program Planning, Resource Materials, School Districts, Statistical Data, Surveys
Identifiers-Connecticut (Bristol), Public Law 93 380

This is the final report and evaluation of a program designed to disseminate career education curricular materials to career education agencies in Connecticut and nationwide. In three sections, the report evaluates the dissemination process. Section 1 focuses on the number of curricular packets disseminated and the localities reached after initial mailing. This portion contains maps, statistics, charts, and outlines which relate to the initial mailing, the respondents, and the Connecticut Superintendents. The final total distribution is reported as 525; total number of locations reached is fifty-seven. The conclusion is that the distribution phase was successful in that broad national coverage was achieved. Section 2 examines the origin and number of curriculum materials received from other sources. The evaluation of this phase is that, since only thirteen materials were received, the project did not meet expectations of a two-way sharing of materials. The final section gives results of a survey used to ascertain general use of circulated materials. With the report's caution that 51% of the forms were returned, seven findings are presented, the first of which is that 63.7% of respondents indicated the curricular materials were used for reference/resource purposes in the career education library. A final project performance report and a performance report abstract are attached. (CSS) campaign which focused on one of the following topics each week: the need for planning in career development; career development; career education as a means for mid-life career changes; and career education's role in reducing sex and ethnic stereotyping and the resulting discrimination. Following the campaign, a study (which is attached to this report) was conducted to determine its effectiveness. A total of 1410 telephone interviews were completed, including 203 middle and high school students, 248 employers, and 959 members of the general public (i.e., individuals who were neither students or employers). Analysis of their responses showed that (1) only twenty-one percent of the total sample was aware of career education, and the majority of these respondents said their knowledge resulted from reading the newspapers; (2) most people were able to define career education correctly; (3) while most students expressed an interest in finding out more about career education programs, the majority of employers and general public were not interested; and (4) of those who were aware of the campaign, a disappointingly low number (fifteen percent) recalled the announcement of where to write for additional information. (ELG)

described, and the goals of Wisconsin's VTAE system are identified. The goals are predicated upon the system's philosophy, legislative intent, the State Board's mission and policies, and the State Board and district boards' shared-powers principle. The third section presents issues and concerns which face the system and which have direct bearing on the delivery of services. Issues are presented, and current practices and alternative future methods of approach to the issues are discussed. Section 4 describes the projected needs for expansion of vocational, technical, and adult education services to Wisconsin citizens. In the last section on implementation, the concept of comprehensiveness is introduced by establishing criteria for a detailed district profile to be developed by each district to meet statewide goals. (CSS)

Identifiers-*Nontraditional Occupations, Trident Technical College SC

Reacting to a demand for female engineering technicians in Charleston (South Carolina) area industries, Trident Technical College conducted a project to encourage women to study engineering technology, to provide female technicians to local industries, to establish close working ties between the college and local high schools, and to provide for a permanent emphasis on nontraditional careers for women at the college. The project consisted of a public awareness campaign, specialized recruiting and testing, a summer quarter of special pre-engineering technology and mathematics courses for a selected group of high school women, and an orientation of the engineering technology faculty to the special problems and potentials of women students. During the project year female enrollment in the engineering technologies rose from six percent to thirteen percent of the total enrollment. Seventy-four women were enrolled in the spring 1978 quarter, representing an increase of ninety-five percent over the enrollment of thirty-eight women in the spring 1977 quarter. Preliminary evaluation indicated that all objectives were being or would be met. It was concluded that there are a large number of women in high school and already graduated who are willing and able to embark on careers in engineering technology and who could benefit by being introduced to careers normally considered nontraditional for females. (Appendixes include examples of publicity about the project, student and faculty evaluations, activity schedules, and lists of speakers.) (LMS)

ED 160 846 CE 018 141

Straub, Vicki W. Moore, Earl J.

Comprehensive Career Guidance. Parent Education and Consultation. Staff Development K-6.

Georgia State Dept. of Education, Atlanta.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-77
Grant-G007500339
Note-141p.; The game at the end will not reproduce well due to being printed on colored paper; For related documents see CE 018 130-144, CE 018 146-147, CE 018 150, CE 018 152, CE 018 154, CE 018 157-158, CE 018 161, CE 018 163, and CE 018 339
Available from-Vocational Education Materials Center, Room 124, Fain Hall, Division of Vocational Education, University of Georgia, Athens, Georgia 30601 ($2.05)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Career Awareness, Career Development, Career Education, Career Planning, Educational Objectives, Elementary Education, *Elementary School Guidance, Fused Curriculum, Guidance Programs, *Inservice Teacher Education, Instructional Materials, Interpersonal Competence, Leaders Guides, *Leadership Training, Learning Activities, Management Games, Occupational Guidance, *Parent Associations, *Parent Participation, Program Planning, Skills, Teacher Workshops
Identifiers-*Georgia Comprehensive Career Guidance Project, *Systematic Training in Effective Parenting

One of six staff development training manuals for career guidance infusion in the elementary school curriculum (K-6), this manual focuses on parent education and consultation. It is divided into the following seven major sections: (1) a list of the major goals and activities covered in the manual; (2) an overview chart displaying the goals, concepts, time, process, and instructional mode of each activity; (3) specific directions for each activity, including objectives, preparation requirements, and materials/equipment requirements; (4) leader's summaries presenting the background information needed to lead the activities; (5) participant worksheets and handouts; (6) participant summaries; and (7) a leader skills game board and cards. (See CE 018 130 for the project final report.) The three major goals covered by this manual are to understand the general purposes, physical aspects, and scope of parent education groups and resources; to understand the parent education program Systematic Training in Effective Parenting (STEP) and how to begin it; and to learn leadership techniques for facilitating the STEP program with parents (a leadership skills game is appended). Five other training manuals (CE 018 139-140 and CE 018 142-144) and a career guidance methods guide for grades K-6 (CE 018 137) are available. (BM)

questions and self-scoring answer sheets. The learning objectives which precede each assignment set are designed to lead students through the RTM. (ELG)

ED 160 901 CE 018 516

Doyle, Timothy C. And Others

The Impact of Health System Changes on the Nation's Requirements for Registered Nurses in 1985. Health Manpower References.

Vector Research, Inc., Ann Arbor, Mich.
Spons Agency-Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Nursing.
Report No.-HRA-78-9
Pub Date-Jan 78
Contract-N01-NU-44122
Note-75p.; Notational and tabular information throughout this document will not reproduce well because of small print
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-022-00615-4)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Health Insurance, *Health Needs, *Health Services, Labor Supply, Literature Reviews, Manpower Utilization, Models, National Programs, *Needs Assessment, *Nurses, *Personnel Needs, Staff Role
Identifiers-Health Maintenance Organizations, National Health Insurance, United States

A study was conducted to assess the impact of three anticipated changes in the health care system on the future requirements for registered nurses. The changes investigated were the introduction of national health insurance (NHI), the increased enrollment in health maintenance organizations (HMOs), and the reformulation of nursing roles. Following a literature search which revealed that no single previous study provided significant information on the research problem, a model was developed to predict nursing manpower requirements in relation to the projected population of health consumers and the determination of its demands for health services. Based on the estimates obtained from the model's application, it was concluded that (1) of the three changes studied, future growth in HMO enrollments is the least significant; (2) if neither of the two major changes occurs, the requirements for nurses will increase by approximately 145 percent from 1972 to 1985; and (3) for either of these two changes separately, an additional increase of seven to fifteen percent is expected, while for the two combined, an extreme projection of up to an additional fifty-three percent can be made. Preliminary comparisons of these estimated increases with available supply estimates of nurses showed no alarming imbalances, although the passage of NHI without sufficient advance preparation could produce a higher demand than supply. (ELG)

Levin, Joel R. Pressley, Michael
Improving Children's Prose Comprehension: Selected Strategies That Seem to Succeed. Theoretical Paper No. 72.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Aug 78
Contract-NIE-G-78-0217
Note-51p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Advance Organizers, *Comprehension Development, Elementary Education, *Instructional Aids, Learning, *Learning Activities, *Reading Comprehension, *Reading Instruction, *Reading Research, Recall (Psychological), Retention, Study Skills, Verbal Learning
Identifiers-*Prose Learning

Prose-learning strategies are classified in this paper as prose-dependent (those that authors can use to optimize communication) or processor-dependent (those that learners can use to optimize reception) and are cross-classified as stage-setting (those that prepare the learner for upcoming prose information) or storage-retrieval oriented (those that can be brought into play during passage presentation). In the main section of the paper, selected strategies that seem to hold promise for improving children's prose learning are described, and supporting research examples are presented, for the following categories: prose-dependent, stage-setting strategies; processor-dependent, stage-setting strategies; prose-dependent, storage/retrieval strategies; and processor-dependent, storage/retrieval strategies. It is concluded that, in order to be effective, prose-learning strategies require clever delivery on the part of an instructor (including the matching of strategies to materials and students) and conscientious application on the part of the student. (GW)

ED 160 998 CS 004 424

Green, Georgia M.

Discourse Functions of Inversion Constructions. Technical Report No. 98.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.; National Science Foundation, Washington, D.C.
Pub Date-Jul 78
Contract-400-76-0116
Note-42p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Discourse Analysis, Grammar, *Language Rhythm, Language Styles, *Rhetoric, *Sentence Structure, *Structural Grammar
Identifiers-*Center for the Study of Reading (Illinois), *Inversion

Inverted sentence order (order other than subject-verb-object) may be used to mimic the rhythm of real dialogue; give the play-by-play announcer time to come up with the player's name; indicate the relative importance of the subject, verb, and object; distribute information; and indicate connection with prior information. As a stylistic option, inversion also permits longer sentences which makes it possible to pack them with more information. (TJ)

ED 161 020 CS 004 462

Speidel, Gisela E. And Others

Production Deficiency of Labeling Skills in a Prereading Letter Discrimination Task. Technical Report No. 37.

Kamehameha Schools, Honolulu, Hawaii. Kamehameha Early Education Project.

Pub Date- 75

Note-18p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Cognitive Ability, *Cognitive Processes, *Conceptual Schemes, Kindergarten Children, *Learning Processes, Minority Groups, Performance Factors, *Phoneme Grapheme Correspondence, Phonics, Primary Education, *Reading Research, Reading Skills, Recall (Psychological), Visual Stimuli

Identifiers-Hawaii

To investigate the effects of training children in a specific learning facilitation skill, a study was devised that taught the association of the sounds of letters with their visual symbols. Twenty-six kindergarten children, 75% from low income homes and 75% of part-Hawaiian origin, were paired according to their pretraining scores on a letter discrimination labeling test and then randomly assigned to two groups. One group was trained on labeling the discriminative features of letter-like symbols, while the other group received no training. On a first posttraining labeling test, the trained group performed no better than the untrained group. Furthermore, a second test, administered by the individual who had trained the experimental group, did not reflect differences in performance. Following a no-feedback review of the testing stimuli, a third test indicated a significant increase for the trained group, in comparison both to their own previous performance and to the control group's performance. The score increases reflect the hypothesis of production deficiency whereby a small child does not spontaneously use certain acquired symbolic and conceptual skills to solve cognitive problems, implying that a child may know more than test scores indicate. (Tables are included.) (MAI)

ED 161 065 CS 204 449

Haight, Anne Lyon Grannis, Chandler B.
Banned Books; 387 B.C. to 1978 A.D.
Pub Date-78
Note-182p.; Fourth Edition of "Banned Books: Informal Notes"
Available from-R. R. Bowker Company, 1180 Avenue of the Americas, New York, N.Y. 10036 ($13.95 cloth)
Document Not Available from EDRS.
Descriptors-Academic Freedom, Annotated Bibliographies, *Books, *Censorship, Constitutional Law, *Court Litigation, *Freedom of Speech, *Legal Problems, Moral Issues, Sanctions
Identifiers-*First Amendment

The first half of this volume presents an introductory essay defining the First Amendment and the legal aspects of censorship, and offers an annotated list of books that have been banned at various times throughout history. The annotations, arranged according to the birth dates of the authors, include a chronological account of the censorship proceedings in each of the countries that banned a particular book. Five appendixes comprise the last half of the volume and present the following: discussions of trends in censorship, such as control of reading by religious groups, political powers, and government bureaus, and of censorship attacks on overseas libraries, school textbooks, and library books; statements on freedom of the press dating from John Milton and including those of John Stuart Mill and Thomas Jefferson; summary discussions of eight important censorship court cases; excerpts from a report of the Commission on Obscenity and Pornography; a list of United States laws and regulations on the issue of the First Amendment; and a list of books and articles dealing with areas of literary censorship. (MAI)

ED 161 087 CS 204 491

Ciborowski, Tom Price-Williams, D.
A Preliminary Investigation of Communication Skills among Rural Hawaiian Children. Technical Report No. 73.
Kamehameha Schools, Honolulu, Hawaii. Kamehameha Early Education Project.
Pub Date- 75
Note-13p.; For related document see CS204492
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Communication Skills, Communicative Competence (Languages), *Creoles, Cultural Factors, *Dialects, Dialect Studies, Elementary Education, *Hawaiian, Language Role, *Language Usage, Rural Youth

Fifty-six bidialectical rural Hawaiian children participated in a study to determine whether they possessed comparable communicative competence in both dialects (Hawaiian-Creole English and standard English). The subjects, selected from kindergarten, first, third, and sixth grades, worked in groups of two to complete a communication task. Half of the students performed the task in Hawaiian-Creole English (Pidgin), and half in standard English. The results show that older children performed better than younger children. This improved performance seemed to be the result of greater skill in Pidgin usage. Two interesting findings were the low rate of idiosyncratic responding on the part of first graders and the fact that sixth graders committed fewer errors when the task was conducted in Pidgin. (FL)

ED 161 108 CS 502 263

Havelock, Eric A., Ed. Hershbell, Jackson P., Ed.
Communication Arts in the Ancient World.
Pub Date-20 Nov 78
Note-155p.
Available from-Hastings House, Publishers, Inc., 10 East 40th Street, New York, New York 10016 ($12.50 cloth)
Document Not Available from EDRS.
Descriptors-Alphabets, Ancient History, Classical Literature, *Communication (Thought Transfer), Epics, *Greek Civilization, *Literacy, Persuasive Discourse, Propaganda, *Rhetoric, *Speech Communication, Visual Arts, Western Civilization, Writing, *Written Language
Identifiers-Aristotle, Homer

Intended for both classicists and nonclassicists, this volume explores the beginnings of literacy in ancient Greece and Rome and examines the effects of written communication on these cultures. The nine articles, written by classical scholars and educators in the field of communication, discuss the following: the superiority of the alphabet over previous writing systems and its impact on the Homeric epics; a comparative study of the earliest Greek and Phoenician inscriptions and a contrast of Greek and Semitic poetry; the composition of the Homeric epics, their communicative function and special type of language; the origins of propaganda in Aristotelian persuasion; literary evidence of how the Greeks and Romans learned to write; the ancient telegraph its use for military purposes and the connection between its development and the spread of literacy; the ways in which the visual arts, temples, and sculpture of Greece communicated the ideas of the semiliterate early Greeks; and the effect of literacy on Greek historical writing, particularly the conflict between the aims of oral narration and those of written communication in the reconstruction of the past. (MAI)

ED 161 129 EA 010 942

Garman, Keats Hunter, Carolyn

Community Surveys: Grassroots Approaches. Keys to Community Involvement Series: 13.

National School Public Relations Association, Arlington, Va.; Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jan 78
Contract-400-76-0025
Note-32p.; For related documents, see EA 010 930-944
Available from-National School Public Relations Association, 1801 North Moore Street, Arlington, Virginia 22209 ($2.00; $24.00 for set of 15 Keys; discounts available; payment must accompany order)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Citizen Participation, Community Action, *Community Involvement, *Community Surveys, *Information Seeking, *Information Utilization, Methods, *Questionnaires, *Relevance (Information Retrieval), Worksheets

This booklet is for people who are involved in community affairs, either as direct participants, group facilitators, or agency sponsors. The booklet discusses the reasons for considering a community survey and provides tips on how to prepare for a survey. Groups that have decided to write and conduct their own survey have the following major activities to complete: selecting a survey method, deciding what questions to ask and how the data will be used, deciding whom to survey, publicizing the survey, conducting the survey, tabulating and displaying survey information, and reporting survey results. Each of these key activities is discussed in detail. Several sample worksheets are included at the end of the booklet. (Author/MLF)

ED 161 194 EC 112 325

Exemplary Programs in Special Education. National Diffusion Network.

California State Dept. of Education, Sacramento.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-68p.; Parts marginally legible due to small type
Available from-ED Materials/Support Center, Far West Laboratory, 1855 Folsom Street, San Francisco, California 94103 ($0.85)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Educational Programs, *Handicapped Children, *Program Descriptions, *Program Validation, Special Education

Described are 28 special education exemplary programs and 34 programs that have been adapted for use with the handicapped. It is explained that each has been reviewed and validated as exemplary by the Joint Dissemination Review Panel of the U.S. Department of Health, Education, and Welfare. Arranged alphabetically by project name, listings include information on the following topics: descriptors, target audience, description of the project, assurances/claims, implementation requirements, financial requirements, services available, and name and address of a contact person. (CL)

Learning, *Teacher Education, Teaching Assistants, *Teaching Methods

The current state of teacher education is reviewed to compare what is being done now with predictions of future needs. An attempt has been made in the last year or so to achieve greater accountability through competency-based teacher education programs. Moskowitz's attempt to discover how and why master teachers are effective has been helpful, but many characteristics possessed by master teachers are not, and perhaps cannot be, taught in methods courses. Successful preservice education techniques (micro-teaching, use of media, shock lessons, instructional objectives) continue to be used. Several new areas have emerged: the increasing program development in bilingual/bicultural education and English as a second language, a greater emphasis on students' involvement and participation in their own training, and a greater flexibility in methodology. The training of teaching assistants, virtually unknown fifteen years ago, has become an established practice in colleges and universities. Its necessity and legitimacy as a part of graduate programs are still controversial issues. It has been determined that there are many career opportunities outside education, and that these careers are increasing in number and type as the world shrinks. For the most part, higher education is not preparing foreign language majors for the world of work outside teaching. As students gain expertise for careers in business, government, industry, and other institutions, they will fill a real need in the interdependent society. Foreign language majors who do choose to become teachers will be a select group, ready to respond to the constantly changing students and world. (Author/SW)

ED 161 281 FL 009 803

Tombari, Martin Mangino, Evangelina

How to Write Criterion-Referenced Tests for Spanish-English Bilingual Programs.

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Aug 78

Note-155p.; Not Available in hard copy due to marginal legibility of original document.

Available from-Dissemination and Assessment Center for Bilingual Education, 6504 Tracor Lane, Austin, Texas ($3.00)

Language-English; Spanish

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Behavioral Objectives, *Bilingual Education, Cognitive Development, Cognitive Objectives, Cognitive Processes, *Criterion Referenced Tests, Elementary Secondary Education, *English (Second Language), Essay Tests, *Guides, Higher Education, Item Analysis, Language Instruction, Language Tests, Learning Processes, Manuals, Mastery Tests, Objective Tests, Scoring, Second Language Learning, Spanish, *Test Construction, *Testing, Test Items

Identifiers-*Blooms Taxonomy of Educational Objectives

This manual is intended to serve as a step-by-step guide to writing criterion-referenced tests. It includes directions on constructing and scoring various types of test items to measure each level of cognitive function. The manual gives a method for writing, analyzing and rewriting instructional objectives; preparing a content outline; matching test items with objectives; and writing the test items. This guide can be used as a self-paced learning device, as a workshop manual, or as reference material. It provides examples and exercises in both Spanish and English to facilitate skill mastery and reinforce concepts. (Author/AMH)

ED 160 744 CE 016 686

Wircenski, Jerry L.

The Development of a Competency Based Teacher Education Curriculum Model. Final Report.

Purdue Univ., Lafayette, Ind. Dept. of Industrial Education.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Indiana State Board of Vocational and Technical Education, Indianapolis.
Pub Date-Aug 77
Note-87p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Administrative Personnel, Administrator Attitudes, Agricultural Education, *Curriculum Design, Curriculum Development, Field Studies, Higher Education, *Models, Occupational Home Economics, *Performance Based Teacher Education, *Teaching Skills, Technical Education, Trade and Industrial Education, Undergraduate Students, *Vocational Education

This study had three objectives: (1) design a competency based teacher education curriculum model for vocational-technical education (agriculture, home economics, and vocational-industrial); (2) validate the competencies by field testing them with regular vocational teachers, vocational directors, and state personnel; and (3) field test the competencies in three sub-models with prospective teachers in the regular undergraduate vocational teacher education programs at Purdue University. An existing list of competencies developed by the Center for Vocational and Technical Education at Ohio State University was reviewed and supplemented through a review of the literature and other competency based teacher education programs. From the list those competencies considered part of the undergraduate program were clustered into ten sub-models which list new or existing courses offered at Purdue University. Three sub-models were selected for field testing, one in each of the three program areas. Performance objectives for each competency statement in the sub-models were written and then used as a pre- and post-test self measure. In conjunction with the field test, the complete list of competency statements was validated with vocational administrators through the use of an opinionnaire. From the findings it was concluded that vocational administrators have a tendency to rate nearly all professional competencies as having greater importance than the teachers, both teachers and administrators rate instructional methods and management the highest, and the competencies can be achieved in an undergraduate teacher education program. (Questionnaires and the competency lists are appended.) (JH)

(checking answers to worksheets). Some of the lesson topics are alternating currents, power factor correction, class III installations, gasoline dispensing and service stations, fundamentals of motor control, and estimating job costs. (Student worksheets and information sheets for this training program are also available separately CE 018 358. Other related documents are CE 018 350-360 and include a basic mathematics review, jobsite supervisor's manual, and instructor's manuals and worksheets for the other three years of the program.) (JH)

There exists the practical possibility of randomly selected control groups for outcome assessments in mental health programs. Ethical considerations for randomization include distinguishing between innovation and fooling around,'' and discriminatory implications of a first-come first-served selection procedure. Practical considerations include reviewing the differences between volunteers and non-volunteers and the utility of rigorous evaluation information. The strategies for implementing control groups in the research design, using administration and staff, include: (1) use of minimal program group; (2) separation of action and evaluation units; (3) inclusion of the lottery procedure on the informed consent form; and (4) allowance for particularly needy applicants. For dealing with participants the strategies include: use of a lottery for selection; informing potential participants about lottery; contacting and informing participants personally; when possible, providing subsequent services to the no-program group. (BN)

feedback as to how the enricher viewed their relationship. Paradoxical letters were constructed within a paradoxical frame of reference, offering the couple a somewhat cryptic view of their relationship, where assets can be seen as liabilities, weakness as strength, etc. The couples were divided into four groups on a random basis: control, enrichment only, enrichment plus paradoxical letters, and enrichment plus linear letters. All groups were evaluated during an initial session and seven weeks later, following completion of the six-session enrichment lesson. The written communications were given to the couples following the fourth enrichment session. Trends indicate that those couples receiving enrichment plus paradoxical letters showed the greatest improvement as measured by a series of self-report marital satisfaction questionnaires. (Author) entry and general lexicons, and the empirical verification study. The second section describes the codes used with the lexicon to provide linguistic information, and the third section reports on the analysis of the linguistic information obtained through the codes. Numerous tables accompany the text. Appendixes contain a report of a new word study, pronunciation symbols and notational devices used in the report, three codes for spelling-to-sound correspondences, codes for prefixes and suffixes, bound bases, and six tables of frequencies of correspondences, affixes and epenthetic elements. (FL)

were paid from $10,000 to $24,500 per year. Considerable night work was usually involved. Most respondents felt they were not clearly enough instructed about sharing confidential student information. (Author/JM)

having specific learning disabilities and provides the classroom teacher with a format to increase teaching effectiveness. Information for the adoption of the NWSE program is also provided. Included in the appendixes are a copy of the NWSE Local Adoption Plan, materials needed for NWSE adoption, NWSE materials cost, and various forms. (DLS)

12% of the discriminant space was explained on the basis of stress and personality clusters from the Michigan Screening Profile of Parenting. Predicted classification of all Ss from the derived discriminant functioning was 48% correct or approximately 13% better than chance expectancy. It was concluded that the proposed model of causal antecedants implicated in child maltreatment has relevance but is of limited explanatory power when applied retrospectively. (Author/SBH)

Empathy for a Second Culture: Motivations and Techniques,'' by Howard L. Nostrand; (9) Theoretical Foundations in Linguistics and Related Areas,'' by Terence J. Quinn; (10) Quality and Relevance in Teacher Education,'' by William E. De Lorenzo; and (11) The Future of Professional Associations'' by C. Edward Scebold. (SW)

ED 160 812 CE 017 904

Model for Articulated Counseling Services. Final Report. Research Series No. 49.

Lake Region Junior Coll., Devils Lake, N. Dak. Vocational Guidance Dept.

Spons Agency-Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.; North Dakota State Board for Vocational Education, Bismarck. Research Coordinating Unit.
Pub Date-30 Jun 77
Grant-G007603866
Note-81p.; Parts of some pages may not reproduce well due to broken print
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Counseling Goals, *Counseling Programs, Counseling Services, Dropout Prevention, *Guidance Objectives, Junior Colleges, Models, Post Secondary Education, Program Development, Relevance (Education), Rural Areas, Student Opinion, *Vocational Counseling, Vocational Education
Identifiers-North Dakota

The report presents goals and objectives, procedures, and concluding recommendations for a model counseling services program in North Dakota postsecondary schools. Terminal objectives of the project are to reduce the dropout rate of postsecondary vocational education students, to better serve rural area postsecondary students, and to determine the impact of postsecondary vocational programs. To develop the model, a study was made to test program components in order to tailor them to a junior college in a predominantly rural area. Results from the twenty-three procedural steps are detailed in the report and in the appendixes. The three terminal objectives were felt to have been met and the program is expected to continue. More than half of the report consists of appended project materials: results of surveys of former students (graduates and dropouts), questionnaires and compiled results from student surveys, letters to potential employers, and other resource materials for future utilization in program planning. (MF)

ED 160 862 CE 018 227

The National Manpower Survey of the Criminal Justice System. Volume One: Summary Report.

American Institutes for Research in the Behavioral Sciences, Washington, D.C.; Bureau of Social Science Research, Inc., Washington, D.C.; National Planning Association, Washington, D.C.
Spons Agency-National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.
Pub Date-Aug 78
Contract-J-LEAA-035-74
Note-164p.; Notational and source information accompanying tables in this document will not reproduce well due to small print; For related documents see ED 154 156, CE 016 271, CE 016 502, and CE 018 228-229
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 027-000-00650-7)
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors-Administrative Personnel, Correctional Rehabilitation, Courts, *Criminal Law, Educational Needs, *Educational Programs, *Employment Projections, Employment Statistics, Employment Trends, Federal Aid, Government Employees, Higher Education, *Job Training, Law Enforcement, Lawyers, Legal Education, Management Development, Manpower Development, *Manpower Needs, National Surveys, Needs Assessment, Police, *Program Effectiveness, Program Improvement, Recruitment, Staff Improvement
Identifiers-Law Enforcement Education Program, Safe Streets Act

As mandated in the 1973 Amendments to the Safe Streets Act, the National Manpower Survey of the Criminal Justice System was conducted to assess current and projected manpower needs, personnel quality, and training and education programs. Data were collected from the following sources: surveys of 8,000 executives of state and local criminal justice agencies, 1,600 state trial and appellate courts, and 250 law enforcement academies; an analysis of a 1975 census survey of 50,000 state and local criminal justice employees; and field visits to more than 250 agencies and training or educational institutions. Some of the findings of this extensive study include the following: selective increases of personnel are needed in most categories of criminal justice agencies; the five-year outlook is for lower levels of recruitment in most areas; the quality of much of the Law Enforcement Education Program (LEEP) appears to be seriously deficient; and commitment to criminal justice manpower planning is necessary for improving the effectiveness of assistance programs for manpower development at both the national and state levels. (Accompanying volumes presenting more detailed results, and an interim report, are available see note.) (BM)

ED 161 042 CS 204 418

O'Keefe, Garrett J.

Newspaper Versus Television Reliance and Political Disaffection.

Pub Date-Aug 78
Note-25p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Citizen Participation, Comparative Analysis, Elections, *Negative Attitudes, News Media, *Newspapers, *Political Attitudes, *Political Socialization, *Public Opinion, Reading Habits, Surveys, *Television Viewing
Identifiers-Presidential Campaigns

Data from interviews with 1,966 potential voters in Summit County, Ohio, in 1972 were analyzed to determine the relationship between political disaffection and reliance on television or newspapers for campaign news. The question that assessed media reliance was How much do you count on (television/newspapers) to help you make up your mind about whom to vote for in a presidential election a lot, somewhat, or not at all?'' Questions on political attitudes assessed opinions regarding political powerlessness, altruism of politicians, efficacy of the voting process, distrust of politicians, political alienation, and political understanding. Opinions of the 1972 presidential contenders, George McGovern and Richard Nixon, were also assessed. Analysis of the data indicated the following: the greater their reliance on television, the more respondents seemed to feel that politicians were altruistic and trustworthy, that voting was efficacious, and that the candidates had positive images, and the less respondents appeared to feel politically powerless and alienated. Newspaper reliance was associated with the above characteristics to an even greater degree. Television reliance was unrelated to political understanding, while newspaper reliance was positively and significantly associated with it. (GW)

ED 161 150 EA 010 972

Department of Education Organization Act of 1978. Report of the Committee on Governmental Affairs, United States Senate, to Accompany S.991 to Establish a Department of Education and for Other Purposes, Together with Additional Views.

Congress of the U.S., Washington, D.C. Senate Committee on Governmental Affairs.

Report No.-Senate-95-1078

Pub Date-78

Note-166p.; Not available in paper copy due to marginal legibility of orginal document; For a related document, see ED 149 423

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Administrative Agencies, Administrative Change, *Educational Legislation, Elementary Secondary Education, Federal Government, *Federal Legislation, *Governmental Structure, Post Secondary Education

Identifiers-*Senate Bill 991

This report explains, evaluates, and recommends the passage of Senate Bill 991 establishing a Federal Department of Education. The purpose and history of the legislation are presented along with the reasons for establishing a Department of Education and a summary of the legislation and hearings. Areas of discussion included are citizen involvement; Office for Civil Rights; department role in elementary, secondary, and postsecondary education; Office of Occupational, Adult, and Community Education; vocational rehabilitation; child nutrition; Department of Defense Overseas Dependents Schools; Indian education; science education; HUD college housing program; Intergovernmental Advisory Council on Education; Federal Interagency Committee on Education; research and improvement in education; HEW's special institutions; and the USDA Graduate School. Committee action is summarized as well as roll-call votes in committee. A section-by-section analysis of the bill is included along with evaluation of regulatory impact, estimated cost of the legislation, and text of the law as reported. Changes in existing law are indicated as well as additional views of committee members. (Author/JM)

ED 161 171 EC 111 399

Bellamy, G. Thomas, Ed. And Others

Habilitation of the Severely and Profoundly Retarded: Volume II. Reports from the Specialized Training Program.

Oregon Univ., Eugene. Rehabilitation Research and Training Center in Mental Retardation.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; Office of Human Development (DHEW), Washington, D.C.; Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date-Aug 77

Grant-16-P-56817/0-12; Available from-Rehabilitation Research and Training Center in Mental Retardation, Clinical Services Building, University of Oregon, Eugene, Oregon 97403 ($3.00, Prepaid)

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors-Accountability, Behavior Change, *Custodial Mentally Handicapped, Labeling (of Persons), Mentally Handicapped, Productivity, Research, Teaching Methods, *Trainable Mentally Handicapped, *Vocational Education

Identifiers-*University of Oregon

The book, second in a series concerning the habilitation of the severely and profoundly retarded, was compiled to facilitate rapid professional dissemination of reports from the Specialized Training Program at the University of Oregon. Titles and authors in the section Issues in Habilitation'' include Vocational Training and Production Supervision A Review of Habilitation Techniques for the Severely and Profoundly Retarded'' (G. Bellamy et al), A Conceptual Analysis of Vocational Training with the Severely Retarded'' (R. Horner, G. Bellamy), Accountability in Habilitation of the Severely Retarded the Issue of Informed Consent'' (R. Horner), and Habilitation of the Severely and Profoundly Retarded An Applied Research Perspective'' (G. Bellamy, L. Irvin). Those in the section Evaluation of Habilitation Procedures'' include Stimulus Control, Transfer and Maintenance of Upright Walking Posture with a Severely Retarded Adult'' (R. Horner), Workshop Supervision Evaluation of a Procedure for Production Management with the Severely Retarded'' (G. Bellamy, et al), Evaluation of a Procedure for Teaching Saw Chain Assembly to a Severely Retarded Woman'' (C. O'Neill, G. Bellamy), Considerations in Dealing with Low Production Rates of Severely Retarded Workers'' (R. Horner et al), and Effectiveness and Generalization of Overcorrection Procedures with Stereotyped Behavior of a Severely Retarded Adult'' (H. Rose). Titles and authors in the section Related Research'' include 'Operations' in Vocational Training for the Severely Retarded'' (G. Bellamy et al), Utility of an Instrument for Assessing Labels Used to Describe Retarded Adults'' (G. Bellamy, L. Irvin), Evaluation of a Procedure for Teaching Generalized Tool Use Skills to a Severely Retarded Person'' (N. Prill), and Long-Term Retention of Vocational Skill Training by Severely Retarded Individuals'' (L. Irvin, G. Bellamy). (DLS)

ED 161 222 EC 112 360

Tuttle, Frederick B., Jr.

Gifted and Talented Students. What Research Says to the Teacher.

National Education Association, Washington, D.C.

Pub Date-78

Note-33p.

Available from-National Education Association, 1201 16th Street, N.W., Washington, D.C. 20036 ($0.75, Stock No. 1045-0-00)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Acceleration, Cultural Differences, Disadvantaged Youth, Elementary Secondary Education, Enrichment Programs, *Gifted, Grouping (Instructional Purposes), Program Design, Program Evaluation, Screening Tests, *Special Programs, *Student Characteristics, *Talented Students, *Talent Identification, Teacher Qualifications

Identifiers-Gifted Handicapped

The author examines research in the field and answers questions about educating gifted and talented students. (Sections focus on the following topics: characteristics of gifted individuals; identification procedures (including standardized group tests, creativity tests, and parent nomination); recommended identification procedures; misconceptions about the gifted; types of programs (homogeneous groups, accelerated programs, and enrichment programs); program design and evaluation; and major concerns (such as the creatively gifted, the disadvantaged or culturally different gifted, and the qualifications of teachers of the gifted). A list of selected references is included. (SHB)

ED 161 244 FL 009 608

Levy, Stephen L.

The Realities Facing the Profession. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5.

American Council on the Teaching of Foreign Languages, New York, N.Y.
Pub Date-74
Note-26p.
Available from-Not Available Separately; See FL 009 607

Document Not Available from EDRS.

Descriptors-Articulation (Program), Community Attitudes, Educational Accountability, *Educational Objectives, *Educational Trends, Elementary Secondary Education, Enrollment Influences, Higher Education, Individualized Instruction, Instructional Materials, *Language Enrollment, *Language Instruction, Language Programs, Language Teachers, Language Tests, Literature Reviews, *Second Language Learning, Student Attitudes, Student Needs, *Trend Analysis

This consideration of the foreign language profession concerns goals and objectives of foreign language education, student and community attitudes, college foreign language requirements, enrollment, financial allocations, professional insularity, teaching and learning strategies, materials and technology, testing, and staffing. Goals have been redesigned to meet the needs of students of all academic backgrounds. Decreased enrollments are a result of the trend toward the abolition or reduction of foreign language requirements. Spanish continues to be the language with the largest enrollments. Enrollments in less commonly taught languages, such as Chinese, Hebrew, Japanese, and Portuguese, have increased. The base and role of foreign language instruction have been broadened to include interdisciplinary courses, bilingual programs, and career education that includes foreign language study. However, there is a lack of articulation between school levels and programs in foreign language study, and languages are isolated from other curricular areas. A strong national organization of foreign language teachers of all languages at all levels is needed to improve interest in foreign language study. Focus on the student through individualized instruction and personalization will strengthen the teaching of foreign languages. (SW)

ED 160 883 CE 018 358

Related Instructional Material for Electrical Apprentice Technical Training. Student Worksheets. Series C (Third Year). Revised to Meet 1978 Electrical Code.

North Carolina State Dept. of Community Colleges, Raleigh.
Pub Date-78
Note-84p.; not available in hard copy due to faint print in original document; For related documents see CE 018 350-360
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Apprenticeships, *Electrical Occupations, Electrical Systems, Electric Circuits, Learning Activities, Postsecondary Education, Technical Education, Trade and Industrial Education, *Worksheets

Information sheets and student worksheets for twenty-five lesson plans designed for a third-year electrical apprentice technical training program are presented in this workbook. The information sheets provide summary information about the lesson topics and the worksheets contain problems to be solved and questions to be answered relating to each lesson. Some of the lesson topics are alternating currents, power factors, correction, class III installations, gasoline dispensing and service stations, fundamentals of motor control, and estimating job costs. (The instructor's manual containing lesson plans, unit tests, and worksheet answers is available as CE 018 357. Other related documents are CE 018 350-360.) (JH)

ED 160 925 CG 012 861

Forst, Brian And Others

What Happens After Arrest? A Court Perspective of Police Operations in the District of Columbia.

Spons Agency-National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.

Pub Date-May 78

Grant-74-NI-99-0008; Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402 (Stock no. 027-000-00679-5)

EDRS Price MF-$0.83 HC-$8.01 Plus Postage.

Descriptors-*Court Cases, Court Litigation, *Criminology, *Legal Problems, Officer Personnel, Performance Factors, *Personnel Evaluation, *Police Action, Police Costs, Public Service Occupations, Research Projects, *Role Perception

The problem of arrests not ending in conviction is described in terms of its magnitude and costs. Three major aspects of the role of the police in influencing what happens after arrest are studied. Factors such as tangible evidence and witnesses are influenced by the time between the offense and the arrest. The characteristics of the officers whose arrests end in convictions are contrasted with those of other officers. Differences between arrest criteria and conviction criteria are examined from the context of the legal and institutional framework within which they are processed. Findings are discussed in terms of innovations such as the giving of legal aid by the Office of General Counsel to the entire police department and members of the police-prosecutor teams. Such innovations require a broader perspective of the officer's role than has been traditionally assumed by the police. (BN)

Clance, Pauline Rose Dawson, Flo B.

Sex Differences in Spatial Play Behavior of Six-Year Olds.

Pub Date- 74
Note-12p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Child Development, *Children, Developmental Stages, Maturation, *Play, *Projective Tests, Psychological Evaluation, Research Projects, *Sex Differences, Sex Role

Using play constructions as a projective technique of investigation, Erik Erikson (1951) concluded from his observation of preadolescents that, during this developmental period, play constructions are largely determined by psychosexual differences. Erikson suggested that only observation of subjects in a younger and older developmental period could determine whether the differences were real or reflected oncoming sexual maturation in his subjects. The present study tested the hypothesis that there are no significant male/female differences in the height of structures, in the number of enclosures, or in the amount of activity present in the constructions of six-year olds. The experimenter observed the elementary school play constructions of 17 male and 17 female subjects, who were instructed to build and relate an exciting story. No significant differences were found between male/female constructions except in the number of furniture pieces used, where females were observed to use more funiture than males, which could be accounted for by chance. This data supported the hypothesis, except in the case of furniture usage, of no significant differences in the play configurations of six-year-olds. The data suggests that males and females may not be limited by their knowledge of differences in sexual morphology and/or function. (Author)

ED 160 795 CE 017 717

Living Skills Center for the Visually Handicapped. Career Education Program Project Performance Reports.

Frederick Burk Foundation for Education, San Francisco, Calif.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date- 76
Grant-G007502394
Note-40p.; Not available in hard copy due to poor quality of print in original document; For related documents see ED 114 586 and ED 120 411
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Adult Vocational Education, Career Awareness, Career Exploration, *Daily Living Skills, Demonstration Projects, Employment Potential, Evaluation Methods, Failure Factors, Information Dissemination, Job Skills, Performance Based Education, *Program Evaluation, Recreational Programs, *Skill Development, Success Factors, Teaching Methods, *Visually Handicapped
Identifiers-Public Law 93 380

This annual report for fiscal year 1975 evaluates the performance of a program conducted by the Living Skills Center for the Visually Handicapped to enable a population of forty blind adults to be easily assimilated into the community and to increase their employability and contribution to society. Progress is assessed for activities in three areas of the six that are required to meet the program objective: (1) living skills, which overall showed significant gains from pre- to post-test levels, especially in cooking, cleaning, and financial management; (2) vocational training, which used a career development inventory and a vocational hierarchy (that contained four levels through which participants moved) to evaluate program participants and which provided job observation and special study sessions such as guest speakers and role playing to prepare participants for employment (fifteen of twenty-seven participants reached Level IV and are either in a work experience program or were then involved in job searching); and (3) recreation skills, which was the least productive area but will hopefully be developed in the future. The program is shown also to have accomplished its goals of serving as a model for other similar projects and of disseminating instructional materials and techniques that it developed. (ELG)

ED 160 830 CE 018 095

Learning Activity Packets for Minimal Mathematics Competencies in Vocational Education. Exemplary Project in Vocational Education Conducted under Public Law 90-576, Section 132 of P.L. 94-482. Final Report.

Dorchester Vocational Center, S.C.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-30 Jun 78
Note-42p.; Some pages in the appended materials will not reproduce well because of poor print quality
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Educational Research, High School Students, *Individualized Instruction, Job Skills, *Learning Modules, *Material Development, Mathematics Instruction, Norm Referenced Tests, *Practical Mathematics, Program Evaluation, Project Training Methods, *Remedial Mathematics, Secondary Education, Teacher Developed Materials, *Vocational Education

Project activities were conducted to accomplish three major objectives: (1) to develop a definition of minimum mathematical skills necessary to complete vocational skill training in fifteen areas, (2) to develop learning activity packets relevant to each vocational area, and (3) to make the process and packets available to other vocational schools. A project coordinator carried out the project activities; vocational and math teachers developed 230 learning packets. The packets utilize the individualized approach to teaching math skills through related vocations. Two hundred ten tenth-grade students from three school districts participated in the project. Each student received a diagnostic test in mathematical competency at the start of the school year, and based on this score, received appropriate learning activity packets. Pre-post test measurement with the Total Mathematics battery of the Comprehensive Tests of Basic Skills disclosed that students showed an increase, though not statistically significant, in scale scores and in grade equivalency after having utilized the learning activity packets. (A copy of the vocational trade math comprehension test is appended.) (CSS)

ED 160 999 CS 004 426

Jenkins, Joseph R. And Others

Vocabulary and Reading Comprehension: Instructional Effects. Techni Report No. 100.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Aug 78

Contract-400-76-0116

Note-50p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Average Students, Elementary Education, Intermediate Grades, Learning Disabilities, *Reading Comprehension, *Reading Research, Retarded Readers, *Semantics, *Teaching Methods, *Vocabulary Development, Word Recognition

Identifiers-*Center for the Study of Reading (Illinois)

The effects of vocabulary instruction on word knowledge and reading comprehension were assessed in three experiments. In experiment one, employing 12 average'' fourth grade readers, and experiment two, employing six learning disabled intermediate level students, word synonyms were taught to pairs of students on three consecutive days. Experiment three, employing ten fourth grade disabled readers, examined the effect of two to four sessions of vocabulary instruction on comprehension of connected discourse. The three treatments used varied in the amount of direct instruction, ranging from permitting students to infer meanings from context to drilling students on synonyms. Results indicated that the treatments were differentially effective in teaching word synonyms, that with increases in direct instruction more meanings were acquired, and that the treatments produced differential transfer to sentence comprehension. Average students learned some word synonyms under all conditions except a noninstructional control condition; learning disabled students required more direct instruction to produce any learning. Although vocabulary training was found to transfer to comprehension of single sentences, on two of three measures of passage comprehension no effects were observed that could be attributed to vocabulary instruction. (GW)

ED 161 088 CS 204 494

Business and Organizational Communication: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' January through October 1978 (Vol. 38 No. 7 through Vol. 39 No. 4).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date-78
Note-12p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Administrative Personnel, *Annotated Bibliographies, *Business Communication, Business Correspondence, Communication Skills, Decision Making, Departments, *Doctoral Theses, Faculty, Health Insurance, Higher Education, Information Systems, Information Theory, Job Satisfaction, Job Training, Junior Colleges, Legislators, Medicine, Organization, *Organizational Communication, Organizational Effectiveness, Perception, Public Opinion, *Speech Communication

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 14 titles deal with the following topics: written communication flow between administrators and faculty at a community college; an analysis of the perceptions of legislators and university administrators on selected issues; communication systems and task rational perceptions in operating organizations; the effects of department size on faculty perceptions of communication effectiveness and participation in decision making; message-response in superior-subordinate communication; the relationship between organizational communication and worker performance; factors perceived to facilitate communication between superintendents and assistant superintendents; the effect of word processing on business letter writing; a rules-based approach to communication within a formal organization; organizational effectiveness in biomedical communications systems; the relationships between information potential and biographical characteristics, channel and source usage, innovativeness, and performance for faculty members at selected two-year colleges; the role played by the American Medical Association from 1920 to 1965 in shaping public opinion concerning compulsory national health insurance; the intercultural communications network; and oral and written business communication problems of selected managerial trainees. (FL)

ED 161 195 EC 112 330

Alaska's Youth: Needs Assessment and Resource Inventory.
Alaska State Dept. of Health and Social Services, Juneau. Div. of Mental Health and Developmental Disabilities.
Pub Date-Jul 78
Note-298p.; Papers in Appendix I were removed due to poor print quality. Reference and ED number given on last page.
EDRS Price MF-$0.83 HC-$15.39 Plus Postage.
Descriptors-Demography, *Emotionally Disturbed, *Mentally Handicapped, *Needs Assessment, Program Planning, *Resource Guides, Youth
Identifiers-Alaska

The document, designed to provide the basis for educational services for Alaskan mentally handicapped and emotionally disturbed children and adolescents, displays information on 22 mental health planning districts in the state. Provided for each district is a narrative summary, a list of communities in the district, demographic data, a resource inventory, and a section on indicators of need. Also included are graphic illustrations of the indicators of need comparing the districts to a statewide average. (BD)

ED 161 263 FL 009 664

Kunkle, John F.

The L'' Connection: The Interdependence of Second Language Programs. The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9.

American Council on the Teaching of Foreign Languages, New York, N.Y.
Pub Date-77
Note-26p.
Available from-Not Available Separately; See FL 009656
Document Not Available from EDRS.

Descriptors-*Bilingual Education, Comparative Analysis, Cooperative Programs, *Cultural Education, Educational Objectives, Elementary Secondary Education, *English (Second Language), Higher Education, *Language Instruction, *Language Programs, Language Skills, Models, Program Descriptions, *Second Language Learning, Shared Services

A discussion of programs in foreign language, bilingual/bicultural education, and English as a second language (ESL) considers the unique aspects of each program, what they have in common, and areas in which closer cooperation might be developed. Foreign (or second) language programs are characterized by an attempt to give students some proficiency in one or more of the four language skills and also perhaps to increase their acquaintance with and appreciation for the populations that speak the target language. ESL programs are designed for those who do not speak or understand English well enough to perform at grade level in the classroom. In bilingual/bicultural education, two languages and cultures are developed simultaneously: English and the student's native tongue. Four distinctive types of bilingual/bicultural programs that have been delineated are transitional bilingualism, monoliterate bilingualism, partial bilingualism, and full bilingualism. Commonalities of the programs are specified for language skills, everyday culture, ``belletristic'' culture, and curriculum integration. Suggested areas in which cooperation is possible are in obtaining financial support, sharing resources, teacher training and personnel, material development and distribution, making use of research, sharing career education materials and testing materials, incorporating classroom techniques, and publicizing language programs. It is cautioned that a fusion of the programs may work to the disadvantage of one or more of the individual programs, particularly if there is a sudden decline in public support. (SW)

ED 160 726 CE 013 448

Oppenheimer, Zelda V.
Careers for Bilinguals. Volume One. Teacher's Manual.
Relatina Publications, Chicago, Ill.
Pub Date-75
Note-143p.; For a related document see CE 013 449
Available from-Relatina Publications, P.O. Box A3841, Chicago, Illinois 60690 (Student Workbook, $4.00; Teacher's Manual, $4.00; Audio Cassette, $7.00; Booklet of Illustrations, $1.00; Teacher Evaluation Booklet, $1.00; Student Evaluation Booklet, $0.90; shipping charges, $2.50; complete set, including shipping, $20.00)
Document Not Available from EDRS.
Descriptors-Adult Basic Education, Adult Education, Answer Keys, Bilingual Education, *Bilingual Students, *Career Awareness, Cross Cultural Training, Dropout Prevention, *English (Second Language), Illustrations, Instructional Materials, Junior High Schools, *Non English Speaking, Secondary Education, Second Language Learning, Spanish Speaking, *Student Evaluation, Teaching Guides, *Teaching Methods
Identifiers-Birmingham (England) Secondary Schools

This teacher's manual accompanies a student workbook (CE 013 449) for minority groups who have been exposed to non-standard English or foreign language environments and/or who are in need of perfecting their English language skills. Focusing on the Hispanic culture, the student workbook is intended to serve as a guide to career awareness for bilingual and monolingual junior and senior high school students, adults in continuing education, students in alternative schools, and students in correctional institutions. This teacher's manual includes the following materials: suggestions which may be used by professionals and para-professionals; an extensive bibliography; a question and answer forum; and an appendix containing three related professional papers which cover the career scheme of Birmingham's secondary schools (England), suggestions for decreasing the number of dropouts, and coping skills in adult basic education. Also attached to this document are two booklets: (1) an evaluation guide which includes suggestions for appraisal, placement, and diagnostic testing; methodology for multi-cultural expansion; and answers to four of the six tests included in the student's evaluation booklet which is attached to the student workbook; and (2) a set of illustrations which accompany the student workbook activities. An audio cassette which records the workbook dialogs and selected exercises is also available (see availability note). (Author/BM)

ED 160 884 CE 018 359

Instructor's Manual for Electrical Apprentice Technical Training. Series No. D (Fourth Year). Revised to Meet 1978 Electrical Code.

North Carolina State Dept. of Community Colleges, Raleigh.
Pub Date-78
Note-162p.; Not available in hard copy because of light print in original document; For related documents see CE 018 350-360
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Apprenticeships, *Curriculum Guides, *Electrical Occupations, *Instructional Materials, *Job Training, Learning Activities, *Lesson Plans, Postsecondary Education, Technical Education, *Worksheets

Twenty-seven lesson plans for a fourth-year electrical apprentice technical training program are presented in this instructor's manual. Also included are student worksheets and information sheets for each lesson, and copies of unit tests. (Answers to the worksheets and tests are provided.) The lesson plans are generally organized into four steps: introducing the lesson, presenting the lesson (e.g., demonstration), student application (use of worksheets), and checking and follow-up (checking answers to worksheets). Some of the lesson topics are cable trays, cellular metal floor raceways, switchboards and panelboards, radio and television equipment, troubleshooting control circuits, basic theory of electronics, and effective foremanship. (Student worksheets and information sheets for this training program are also available separately CE 018 360. Other related documents include a basic mathematics review, jobsite supervisor's manual, and instructor's manuals and worksheets for the other three years of the program see note.) (JH)

ED 160 976 CS 004 316

Fontes, Patricia J. Kellaghan, Thomas

Incidence and Correlates of Illiteracy in Irish Primary Schools.

Pub Date-Oct 77

Note-32p.; Paper presented at the Annual Meeting of the Reading Association of Ireland (2nd, Dublin, Ireland, October 6-8, 1977) ; Not available in hard copy due to poor reproducibility of print

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Academic Achievement, Basic Skills, Educational Problems, Elementary Education, Foreign Countries, Grade 6, *Illiteracy, Informal Assessment, Literacy, Low Ability Students, *Reading Difficulty, *Reading Skills, *Verbal Ability, *Writing Skills

Identifiers-*Ireland

All sixth class pupils in 93 Irish primary schools were rated by their teachers as either having or not having problems related to literacy (in reading or writing). Teachers perceived 6.2% of pupils as being unable to cope with everyday demands in reading, while 6.6% were perceived as unable to cope with everyday demands in writing. A further 7% of pupils were perceived as being unable to cope with the reading demands of postprimary schooling, while 5.2% were perceived as being unable to cope with the writing demands of postprimary schooling. Fifty-nine percent of the pupils with disabilities were perceived as having them in both reading and writing. Children with disabilities tended to be older than other sixth class pupils, to score considerably lower on tests of verbal reasoning and English attainment, and to be rated by their teachers as lower than other pupils on personal-social characteristics, especially those related to school performance. (Author)

ED 161 066 CS 204 453

Egertson, Harriet A.

Spelling Out an Approach to Spelling: Using the N-ABELS Vocabulary to Build an Individualized Spelling Program.

Pub Date-Apr 77

Note-45p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Educational Resources, Elementary Education, Program Development, *Spelling, *Spelling Instruction, *Vocabulary Development, Vocabulary Skills, *Word Lists

An individualized spelling program based on the 1,000 vocabulary words of the Nebraska Assessment Battery of Essential Learning Skills (N-ABELS) is described in this paper. After a discussion of the procedures used to develop the N-ABELS vocabulary lists, suggestions to be used by classroom teachers in organizing such a program are offered. Areas covered include when and how to begin the program, how to keep it going, how to use it with intermediate students, how to expand the vocabulary lists, and how to monitor the individually selected words. The second section of the paper contains selected resources, including games, idea books, general references, and copies of the N-ABELS 1,000 and N-ABELS second 1,000 words. (FL)

ED 161 109 CS 502 264

Speech Communication and Communication Processes: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' April and May 1978 (Vol. 38 Nos. 10 and 11).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date-78
Note-17p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Androgyny, Annotated Bibliographies, Black Leadership, Changing Attitudes, Communication Skills, *Doctoral Theses, Immigrants, Information Seeking, Interaction, Nonverbal Communication, Older Adults, Open Plan Schools, *Persuasive Discourse, Publicize, Relationship, *Rhetoric, Sex Differences, *Speech Communication

Identifiers-Advertising, *Communication Research

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 25 titles deal with a variety of topics, including the following: the nature of creativity in advertising communication; speech communication difficulties of international professors; rhetorical arguments regarding the restriction of immigration; structure and function of the boast in Anglo-Saxon rhetoric; paralinguistic cues in crisis communication; communication in the migration to Kentucky; an analysis of the rhetoric of Rudolf Steiner; attitudes of black church members toward the black elderly; the rhetoric of black congressmen; an examination of the ideal political candidate; source credibility and attitude change; a coorientation approach to consensus building; the effects of androgyny and message expectations on persuasive communication; a nonverbal communication classification system for teaching behaviors; interpersonal communication skills in leaders; communication in an open learning environment; a rhetorical analysis of the Kent State incident; sex differences in persuasion; an analysis of consensus, distinctiveness, and consistency information; persuasive communication and attitude change; communication style; the Gray Panther response to ageism; social style in primary relationships; and a study of information seeking. (MAI)

ED 161 130 EA 010 943

Matthews, Carleen

Using Consultants: Getting What You Want. Keys to Community Involvement Series: 14.

National School Public Relations Association, Arlington, Va.; Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Jan 78

Contract-400-76-0025

Note-31p.; For related documents, see EA 010 930-944

Available from-National School Public Relations Association, 1801 North Moore Street, Arlington, Virginia 22209 ($2.00; $24.00 for set of 15 Keys; discounts available; payment must accompany order)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Community Involvement, Community Services, *Consultants, *Consultation Programs, Employment Qualifications, Goal Orientation, Government (Administrative Body), Institutional Administration, *Organizational Change, *Organizational Effectiveness, *Professional Services

Consultation is the process of exchanging professional help. Knowing who can help and why help is needed can make a significant difference in an organization's effectiveness. This booklet addresses these considerations. It is written primarily for managers of public institutions, public or private service organizations, and governmental agencies who wish to successfully manage a productive relationship between a consultant and their organization. It is important that both the organization and the consultant know how to make the consultation relationship work well. With this in mind, the booklet is organized in the following sections: why hire a consultant, when to use outside assistance, how to find consultants, how to select a consultant, what information you need from the consultant, what information the consultant needs from you, some general features of the consultation contract, how to keep the consultatin process on target, how to evaluate the consultation outcome, and what to do after the consultant leaves. (Author/MLF)

ED 161 151 EA 010 974

Pedersen, Neil G.

A Model for the Development of a Competency-Based High School Diploma Program at the Local School District Level.

Pub Date-Mar 78

Note-28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Ontario, March 27-31, 1978)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Adoption (Ideas), Board of Education Policy, Community Involvement, *Graduation Requirements, Models, *Performance Based Education, Performance Tests, Program Development, Secondary Education, Testing Programs

Identifiers-Virginia (Richmond)

This model is based on the belief that all those affected by a competency-based high school diploma program should help formulate it. School systems should begin by considering two fundamental questions: (1) What competencies should all graduates possess? (2) How can these competencies be tested? The first step is the establishment of an advisory committee made up of teachers, administrators, students, and parents. Other competency-based programs should then be reviewed. The next step is asking six groups their opinions concerning the academic competencies seniors ought to have. These groups include community residents, teachers, students, high school seniors, and potential employers of graduates. A consultant can be hired to develop assessment instruments and sampling procedures. Using respondents' suggestions the advisory committee can identify program goals. A committee of teachers should then be appointed for each program goal area to specify competencies and construct valid performance indicators. The committee must also modify the curriculum to include the required competencies and set up a four-year testing program. The plan should then be offered to the public for comment and revision and finally submitted to the school board for approval. The competencies of current seniors should then be assessed as a pilot test of the performance indicators. (Author/JM)

ED 161 223 EC 112 361

Nadel, Sybil, Ed. Mas, Joseph, Ed.
The Education of Gifted and Talented - A Basic Overview.
New Jersey State Dept. of Education, Trenton.
Pub Date-78
Note-25p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Definitions, *Educational Alternatives, Elementary Secondary Education, *Gifted, Program Descriptions, *Special Programs, *Talented Students, *Talent Identification, *Teacher Qualifications
Identifiers-*New Jersey (Bergen County)

The pamphlet outlines programs provided by Bergen County (New Jersey) for gifted students. Initial sections provide information on definition of the term ``gifted''; methods for identification; professional awareness and sensitivity to the gifted; and personal characteristics, strategies, and competencies of a teacher of the gifted. A final section reviews program strategies for gifted students from grades K through 11, including such alternatives as early admission to kindergarten, open ended curricula, and college courses and seminars. Also provided are lists of selected agencies, selected publications, instruments for gifted and talented student selection, and contacts for those interested in Bergen County programs. (SBH)

ED 161 282 FL 009 806

Vago, Robert M. Altenberg, Evelyn
A Study of English Second Language Phonology. CUNYForum, No. 3.
City Univ. of New York, N.Y. Graduate School and Univ. Center.
Pub Date-77
Note-16p.; Appendix I not included because of copyright restrictions. Prepared for Program in Linguistics
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Comparative Analysis, Consonants, Contrastive Linguistics, Descriptive Linguistics, Distinctive Features, *English (Second Language), *Error Analysis (Language), Hungarian, *Interference (Language Learning), Language Patterns, Language Proficiency, Language Research, *Phonetic Analysis, Phonetics, *Phonology, Pronunciation, Second Language Learning, Vowels
Identifiers-*Foreign Accents, Sound Substitution

This study identified two types of interference between Hungarian and English: phonetic and phonological interference. Four native speakers of Hungarian who are second language speakers of English read a passage containing a wide variety of sounds in different phonological environments. A set of rules mapping American English onto Hungarian-accented English was then written for each speaker. Subjects B, C, and D represented a broader class of subjects than subject A, who was younger and highly educated. As B is considered typical, this study describes and compares the mapping rules of subjects A and B only. In the case of subject B, all English sounds not occurring in Hungarian undergo substitution, whereas for subject A such substitutions are minimal. Both subjects make phonetic substitutions for sounds occurring in Hungarian but not in English. Available data indicate that the only Hungarian phonological rule that interferes is voicing assimilation and that this interference is optional. Both subjects used a type of rule characterized as natural,'' which apparently arises from an innate conception of a simpler pronunciation. Finally, subject B's data indicated two other types of mispronunciation classified as spelling'' and idiosyncratic'' pronunciation. Out of 56 college students, 49 selected subject A as the more native sounding'' speaker. Therefore, it was concluded that the specific differences noted between the speech of subject A and subject B contribute to one's ability to substantively characterize the notion of degree of foreign accent.'' (AMH)

ED 161 021 CS 004 463

Au, Kathryn H.

Description of the KEEP Reading Curriculum, 1975-76. Technical Report No. 43.

Kamehameha Schools, Honolulu, Hawaii. Kamehameha Early Education Project.

Pub Date- 76

Note-11p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Curriculum Development, Decoding (Reading), *Educational Improvement, Primary Education, Reading Comprehension, *Reading Instruction, *Reading Programs, Reading Research, Sight Vocabulary

Identifiers-Hawaii, *Kamehameha Early Education Program

The Kamehameha Early Education Program (KEEP) is a research and development program designed to develop, demonstrate, and disseminate methods for improving the education of Hawaiian and part-Hawaiian children; this report contains a description of the reading curriculum used in the KEEP demonstration school during the 1975-76 school year. The report begins with a description of the structure of the curriculum, and then presents a grade-by-grade analysis of the curriculum content. The final section of the report presents an overview of research findings and of ideas that are reflected in the curriculum. (FL)

ED 160 745 CE 016 702

Elliott, William

Role and Responsibility of Industry in the Professional Development of Vocational Educators.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Pub Date-Apr 78

Note-16p.; Paper presented at the 1978 Technical Assistance Conference, Business-Industry-Labor Inputs into Vocational Education Personnel Development'' (Columbus, Ohio, April 3-5, 1978); For related documents see CE 016 703-704 and CE 016 706

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Business, Business Responsibility, Colleges, Community Involvement, *Cooperative Planning, Industry, *Inplant Programs, *Inservice Teacher Education, Labor Unions, Professional Training, Program Administration, Program Design, Program Development, *Program Improvement, Program Planning, *School Industry Relationship, Teacher Associations, Universities, *Vocational Education, Vocational Education Teachers

Identifiers-Economics in the Classroom Seminars

Since little attention has been given to defining a role for industry in the professional development of educators, the need exists for an administrative structure that facilitates jointly-sponsored in-service education with planning to identify participants, determine individual objectives and work stations, to supervise work experience, and to arrange for academic credit. One example of a strategy used to bridge the communication gap that often exists between education and industry is a series of seminars called Economics in the Classroom,'' which was part of a teacher professional development model that combined the resources of public schools, business/industry, organized labor, state/local community organizations, teacher organizations, and local colleges/universities. The successful formula used for the design and implementation of these seminars could serve as a model for structuring professional development programs for vocational teachers. The key element seems to be the responsibilities of the groups comprising the steering committee. Also central to the success of a collaborative relationship is the involvement and initiative of the local plant manager. Staff development is necessary for vocational educators to continue to improve their performance and keep up-to-date in their fields. The private sector should play a direct role in the design of the program, hosting some of the conferences, providing instructional personnel and facilities, and assisting in the evaluation of the training. (BM)

ED 160 761 CE 017 033

Henrie, Helen H. Whiteford, Emma B.

The Teleconference. A Supervisory Procedure in Educational Clinical Experiences.

Minnesota Univ., Minneapolis. School of Home Economics.

Spons Agency-Minnesota Research Coordinating Unit for Vocational Education, Minneapolis.

Pub Date-Feb 72

Note-58p.

Available from-University of Minnesota, Minnesota Research Coordinating Unit, 145 Peik Hall, 159 Pillsbury Avenue, Minneapolis, Minnesota 55455

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Attitudes, Audiotape Recordings, Cost Effectiveness, Educational Research, Feedback, Home Economics Education, Lesson Observation Criteria, Lesson Plans, Methods Research, *Practicum Supervision, Student Teacher Relationship, *Student Teaching, *Teaching Methods *Telephone Instruction

Identifiers-*Teleconferences

Alternatives to the face-to-face supervision of home economics student teachers through the use of audiotapes and teleconferences were explored in this three-phase (academic quarter) study. Information was gathered about attitudes of participants toward the teleconference, changes in abilities to formulate written teaching plans, and changes in the pattern of classroom interaction when both of these changes are the focal point of feedback using normal supervisory procedure or the teleconference, and relative cost and personnel time involved in providing supervision through normal on-site procedures or the teleconference. Teaching centers to which the students were assigned were designated as control (on-site) or experimental (teleconference). Both groups received normal on-site supervision early in the quarter. Following this, each student submitted an audiotape recording of a class taught and the corresponding lesson plan. The experimental group participated in a teleconference in lieu of the second on-site visit received by the control group. Finally, all student teachers submitted a second audiotape and lesson plan. The findings revealed positive reactions to the teleconference, slight variations in lesson plans and classroom interaction between groups, and financial savings and fewer working hours with the teleconference. (JH)

ED 160 779 CE 017 613

New York State Consortium for Career Education. Career Education Program, July 1, 1975-June 30, 1976. Project Performance Report, Volume 1.
New York State Education Dept., Albany.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-30 Sep 76
Grant-G007502353
Note-239p.; For related documents see CE 017 614, ED 114 586, and ED 120 411; Not available in hard copy due to reproducibility problems
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Articulation (Program), *Career Education, Community Resources, *Consortia, Fused Curriculum, *Information Dissemination, Information Services, Inservice Teacher Education, Management Development, *Program Administration, Program Coordination, Program Descriptions, Program Effectiveness, Program Evaluation, Program Improvement, *Program Validation, School Districts, *State School District Relationship, Teacher Workshops, Vocational Education
Identifiers-Allegany Board Cooperative Educational Services NY, East Aurora Union Free School District NY, Public Law 93 380

This first volume of a two-volume report of a New York State consortium for career education contains the dissemination report and project performance and evaluation reports from two of seven component districts, Allegany Board of Cooperative Educational Services and East Aurora Union Free School District. (Volume 2 contains reports from the remaining five.) The dissemination report provides an audit and analysis of six objectives, including a management component, thirteen regional workshops, a series of career education teacher inservice workshops, management training programs for state department staff, communication linkages, and impact studies. The project performance reports describe the activities carried out by the component districts. (The major focus of these activities was to achieve incremental growth in services to more students and teachers, better/broader offerings for infusion into ongoing programs, increased use of appropriate community resources and occupational educational programs, and improved articulation with postsecondary employment and educational programs.) The evaluation reports present the findings of the third-party evaluator, Policy Studies in Education (PSE). Each report discusses the objectives measured by PSE, the project director's plan for accomplishing them, and PSE's matching plan to assess project accomplishments. (The consortium activity resulted in incremental growth of career education in each district.) (BM)

ED 160 813 CE 017 916

Scheresky, Ruth F.

Elementary School Children's Views of Occupational Roles. Volume III, Issue III.

Iowa State Univ. of Science and Technology, Ames. Research Inst. for Studies in Education.

Pub Date-May 78

Note-36p.; Not available in hard copy due to poor print quality of original document

Available from-Research Institute for Studies in Education, College of Education, Iowa State University, Ames, Iowa 50011

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Age Differences, Birth Order, *Childhood Attitudes, Elementary Education, *Occupations, One Parent Family, Parent Influence, Rural Urban Differences, Sex Differences, *Sex Role, *Sex Stereotypes, Working Parents

A study was undertaken to explore the sex stereotypic views that children hold of occupational roles and to determine differences in such attitudes among ages, between boys and girls, between children from one-parent and two-parent families, between children whose mother may or may not be employed outside the home, and in relation to the child's placement in the family. A random sample was chosen of 300 children in central Iowa, consisting of twenty-five boys and twenty-five girls at each of the following age levels: six, eight, and ten; and at each of the location factors: rural and suburban. To gather the data, informal personal interviews were conducted using the Occupational Role Stereotype Scale, an instrument comprised of photographs of occupational roles and a questionnaire, and designed to compare views of each individual to the traditional stereotypic views. The following conclusions were drawn from an analysis of the data: (1) children perceive occupations as the role of one sex or the other according to traditional stereotypes; (2) the older the children the more open they are to accepting less sex-typed roles in occupations; and (3) variables of the mother's employment outside the home, one- or two-parent families, sibling order, and location (whether rural or suburban) have no significant effect on children's acceptance of sex-typed occupational roles. An implication of this study is that elementary schools can and should play an influential role in reducing children's stereotypic conceptions. (ELG)

ED 160 847 CE 018 142

Straub, Vicki W. Moore, Earl J.

Comprehensive Career Guidance. Classroom Meetings. Staff Development K-6.

Georgia State Dept. of Education, Atlanta.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-77
Grant-G007500339
Note-124p.; The game included at the end of this document may not reproduce well due to being printed on colored paper; For related documents see CE 018 130-144, CE 018 146-147, CE 018 150, CE 018 152, CE 018 154, CE 018 157-158, CE 018 161, CE 018 163, and CE 018 339
Available from-Vocational Education Materials Center, Room 124, Fain Hall, Division of Vocational Education, College of Education, University of Georgia, Athens, Georgia 30601 ($2.95)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Career Awareness, Career Development, Career Education, Career Planning, *Classroom Communication, Educational Objectives, Elementary Education, *Elementary School Guidance, Fused Curriculum, Group Dynamics, Guidance Programs, *Inservice Teacher Education, Instructional Materials, Interpersonal Competence, Leaders Guides, *Leadership, Learning Activities, Occupational Guidance, *Planning Meetings, Skills, Teacher Workshops
Identifiers-*Georgia Comprehensive Career Guidance Project

One of six staff development training manuals for career guidance infusion in the elementary school curriculum (K-6), this manual focuses on classroom meetings. It is divided into the following seven major sections: (1) a list of the major goals and activities covered in the manual; (2) an overview chart displaying the goals, concepts, time, process, and instructional mode of each activity; (3) specific directions for each activity, including objectives, preparation requirements, and materials/equipment requirements; (4) leader's summaries presenting the background information needed to lead the activities; (5) participant worksheets and handouts; (6) participant summaries; and (7) a classroom meetings game board and cards. (See CE 018 130 for the final report of this project.) The three major goals covered by this manual include the following: to understand the general purposes, the physical aspects and the philosophical components of classroom meetings; to understand the specific types of classroom meetings and how to begin them; and to learn leadership techniques for facilitating effective classroom meetings. In addition to the other five staff development training manuals (CE 018 139-141 and CE 018 143-144), a career guidance methods guide for grades K-6 (CE 018 137) is available. (BM)

The National Manpower Survey of the Criminal Justice System. Volume Two: Law Enforcement.

National Planning Association, Washington, D.C.

Spons Agency-National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.

Pub Date-Sep 78

Contract-J-LEAA-035-74

Note-53p.; Notational and source information accompanying the tables in this document will not reproduce well due to small print; For related documents see ED 154 156, CE 016 271, CE 016 502, and CE 018 227-229

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 027-000-00660-4)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage

Descriptors-City Government, Crime, *Criminal Law, Educational Needs, *Educational Programs, *Employment Projections, Employment Statistics, Employment Trends, Federal Government, Government Employees, Job Training, Labor Turnover, *Law Enforcement, Manpower Development, *Manpower Needs, National Surveys, Needs Assessment, Police, *Program Effectiveness, Program Improvement, Recruitment, State Government, State Police

Identifiers-Law Enforcement Education Program

Focusing on law enforcement personnel at the city, county, and state levels (including police, sheriffs, and highway patrol agencies), this document is one in a series of six volumes reporting the results of the National Manpower Survey (NMS) of the Criminal Justice System. Chapter 1 of six chapters summarizes the major results of a national survey of law enforcement personnel, including current manpower assessment, manpower outlook, recruitment and retention, education, and training. Chapter 2 presents a profile of three levels of law enforcement agencies (local, state, and federal) and discusses the relationship between police manpower and the crime rate. Chapter 3 provides employment projections of state and local personnel needs, by occupation, for a ten-year period (to 1985). A summary of recruitment needs and turnover problems in law enforcement agencies is presented in chapter 4. Education and training needs for law enforcement occupations are discussed in chapters 5 and 6, respectively; and based on the comparisons of current educational and training programs with desired standards, conclusions and recommendations for program improvement are made. (BM)

ED 160 902 CG 012 783

Problems of Children of School Age (10-13 Years). Report on a Working Group.

Pub Date-77

Note-39p.

Available from-WHO Regional Office for Europe, Scherfigsvej 8, 2100 Copenhagen , Denmark.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Child Development, *Childhood Needs, *Child Welfare, Conference Reports, Health Needs, Junior High Schools, Psychological Needs, Recreation, *Services, Social Problems, State of the Art Reviews, *Youth Problems

Identifiers-*World Health Organization

A working group on children's problems was convened in Moscow from November 30 to December 3, 1976 by the World Health Organization (WHO) Regional Office for Europe. The meeting was attended by 16 temporary advisors of Eastern and Western Europe and WHO headquarters. This report reflects the work of this group. The report considers all the problems of children aged 10-13 and all services provided for them in school and out of school. The purpose of the conference was to get an overview by identifying the problem areas as well as overlaps, gaps and deficiencies in services. The report: (1) describes the characteristics of children of this age group; (2) presents the biological, psychological and social problems of these children along with possible solutions; and (3) presents an overview of solutions, from which common principles emerge, together with the conclusions and recommendations of the Working Group. (Author/RF)

ED 160 926 CG 012 862

Moody, Charles D., Ed. And Others

Student Rights and Discipline: Policies, Programs, and Procedures.

Michigan Univ., Ann Arbor. School of Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78

Grant-OEC-305-75-0001

Note-193p.

Available from-Dr. Charles D. Moody, Sr., Director, Program for Educational Opportunity, 1046 School of Education, The University of Michigan, Ann Arbor, Michigan, 48109

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Conference Reports, *Discipline, *Due Process, *School Integration, *Social Responsibility, *Student Rights, *Suspension

This compilation of papers from Program for Educational Opportunity conferences incorporates theoretical, empirical, legal and programmatic perspectives pertinent to the regulation of student behavior in the desegregated setting. The dual challenge of protecting students' rights and teaching socially responsibile behavior is explored. The legal aspects of suspension as a disciplinary technique are explained in terms of impact of Supreme Court rulings. Personal liability of teachers is outlined in cases where constitutional rights are violated. Because of legal involvement and educational reexamination of school disciplinary actions, praticularly removal from school, school districts are seeking alternative means of dealing with student misconduct. Many alternatives are discussed: policy analysis, staff development, community involvement and a number of organizational modifications. The focus of the individual papers is to provide educational practitioners and policy makers with alternative means of promoting social responsibility and to emphasize the need to scrupulously adhere to due process procedures. (BN)

Mojock, Charles R.

A Course in Death Education as a Factor In Influencing Attitudes Toward Death of Juniors Enrolled in a Parochial High School.

Pub Date-Dec 77
Note-135p.; Best Copy Available; Master's Thesis, Stetson University ; Parts marginally legible due to print quality
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-*Attitudes, Beliefs, *Catholic High Schools, *Curriculum Development, *Death, *High School Curriculum, High School Students, Relevance (Education), Religious Education, Research Projects, Secondary Education
Identifiers-*Death Education

Examined were attitudes toward death and death education, as well as the effects of death education, among 144 Catholic students from two high schools. An Attitudes Toward Death Scale was utilized in examining several hypotheses relating to death and death education. Significant results revealed that: (1) Catholic high school students had a favorable attitude toward death; (2) attitudes toward death were more favorable in students who had taken a course in death education than in those who had not had similar coursework; and (3) students were in favor of death education. It was recommended that the need for death education should be examined in high schools and that death should be treated by teachers in regular courses along with the development of multidisciplinary courses in death education. Future research and emphasis upon death education in additional settings is also suggested. (Author/KA)

ED 161 043 CS 204 421

Wright, Jay B.

Adult Individual Criminal Records and the News Media: Inherent Problems for Access and Privacy.

Pub Date-Aug 78
Note-46p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978); Appendix "Rap Sheets" may not reproduce well due to poor type
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Civil Liberties, Confidentiality, *Confidential Records, Conflict, Constitutional Law, Crime, *Disclosure, Freedom of Speech, Information Networks, *Information Retrieval, Journalism, *News Media, News Reporting, *Privacy
Identifiers-*Criminal Records

Public access to criminal records, facilitated by the use of computerized information storage and retrieval systems, sometimes appears to infringe on individual rights of privacy. Examples may be cited to show that the records compiled on individuals do not always present an accurate picture, due to factual inaccuracies, incomplete information, or problems created by examining information out of context. Policies regarding access to criminal records may be affected by whether the record is formal or informal, separate or mixed with confidential information, current or noncurrent, original or secondary, related to convictions or nonconvictions, sealed or open, or expunged by court order or still in existence. Government officials' behavior in granting or denying access may be affected by how well they know the journalist seeking access, the absence of clear directives on the matter, or a natural resistance to instructions to expunge records. The behavior of both government officials and journalists may be affected by bureaucratic inefficiency, perceptions of the effects on individuals of having criminal records published, and public adoption of extreme positions for bargaining purposes. Differences in viewpoint exist among journalists, government officials, and privacy advocates regarding the conflict between open access to criminal records and limited access that would protect privacy. (GW)

ED 161 172 EC 111 412

Jordan, June B., Ed.

Exceptional Students in Secondary Schools. A Report from the CEC Invisible College on Learning and Behavioral Problems of Handicapped Students in Secondary School Programs.

Council for Exceptional Children, Reston, Va.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-78
Note-129p.
Available from-Council for Exceptional Children, Publication Sales Unit, 1920 Association Drive, Reston, Virginia 22091 ($8.75)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Community Resources, Conferences, Criteria, Educational Resources, Family Role, *Handicapped Children, Learning Disabilities, Program Descriptions, *Secondary Education, Vocational Education
Identifiers-*Council for Exceptional Children

The booklet consists of 12 papers on the provision of appropriate secondary education programs for handicapped students, presented at the Council for Exceptional Children's Invisible College Conference on Learning and Behavioral Problems of Handicapped Students in Secondary Programs, held on November, 1976. Titles and authors include Accepting the Challenge to Provide Educational Alternatives for Secondary Level Students with Special Needs'' (F. Wood), Secondary and Special Education Sharing the Agonies of Change'' (M. Reynolds), Eligibility Criteria A New Model'' (J. George), The Educational Delivery System at the Secondary Level'' (R. Simches), Program Alternatives Using Community and Educational Resources'' (K. Dial), The Role of the Family'' (R. Kroth), A Partnership Between Regular and Special Educators From Adversaries to Advocates'' (V. Brown, F. Wood), Academics for Handicapped Students in Our Secondary Schools Where Do we Begin?'' (L. Goodman), Vocational Education'' (J. Dewey), How Effective is Affective Education in Our Secondary Schools?'' (H. Rosenberg), Help for Students Past Help A Diagnostic, Prescriptive, Resource Room Model for Learning Disabled Adolescents'' (D. Murphy), and FOCUS A Successful Secondary School Program for Dealing with Disaffected Youth'' (E. Larsen). (DLS)

ED 161 196 EC 112 331

Identifying and Reporting Child Abuse: A Model Policy and Rules.
Iowa State Dept. of Public Instruction, Des Moines.
Pub Date-Sep 78
Note-18p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Child Abuse, *Conceptual Schemes, Guidelines, *Models, *Policy Formation, *School Policy, State Legislation
Identifiers-Iowa

Presented is a model for the development of school policies and rules for identifying and reporting child abuse. The document provides a model statement of rules and includes information regarding who must report, under what circumstances must a report be made, how a report is made, penalty, inservice, social service contacts, publication of rules, liaison, and support services. Appendix A contains the Iowa State Department of Social Services guidelines for reporting child abuse. Appendix B is a copy of the Suspected Child Abuse Reporting Form. (BD)

Mullen, Wahneta M.
Many Learners, Many Goals, Many Curricula. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5.
American Council on the Teaching of Foreign Languages, New York, N.Y.
Pub Date-74
Note-35p.
Available from-Not Available Separately; See FL 009 607
Document Not Available from EDRS.
Descriptors-Bilingual Education, Career Education, Cultural Background, Curriculum Design, *Curriculum Development, *Educational Objectives, Elementary Secondary Education, Fles, Higher Education, Individual Differences, Individualized Curriculum, *Language Instruction, Language Teachers, Language Tests, Modern Language Curriculum, Relevance (Education), *Second Language Learning, Student Centered Curriculum, Student Characteristics, Student Evaluation, Student Motivation, *Student Needs
Identifiers-Exploratory Language Courses

Foreign language study is appealing to a broader clientele today, which results in a great diversity of needs. A more personalized curriculum and instructional activities geared towards accommodating the needs and interests of the individual are needed. The cultural background of the learner is a significant factor in determining his frame of reference and in assessing his needs in order to design curricula. Individual differences extend beyond socioeconomic factors, ethnic background, and interests. Focusing on the unique characteristics of the learner requires a highly diversified curricula and individualized learning. This emphasis on the needs, characteristics and interests of the learner highlights the importance of goal formulation. Students should be involved in cooperative planning in order to reconcile personal goals with instructional goals. Multiple goals and diverse curricula require flexibility from teachers. Teachers must expand and reinforce the text with a great variety of supplementary materials and activities. There is a trend toward teacher involvement in developing and adapting materials. Personalized curricula require changes in the measurement and evaluation of student progress. The following are among the many topics discussed: (1) difficulties and issues in establishing curricular goals; (2) the length of the foreign language sequence; (3) selection of content; (4) organization and scheduling; (5) characteristics of exploratory programs; (6) the mini-course concept; (7) career-oriented language programs; and (8) bilingual-bicultural curricula. (SW)

ED 160 796   CE 017 718

Highline's Career Education for Gifted & Talented Students. Annual Report.

Highline Public Schools, Seattle, Wash.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date- 76
Grant-G007502316
Note-142p.; Not available in hard copy due to poor print quality of original document; For related documents see ED 114 586 and ED 120 411
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Administrator Guides, *Career Awareness, *Career Education, Decision Making Skills, Elementary Education, Enrichment Activities, *Gifted, Locus of Control, Occupational Information, Program Attitudes, *Program Development, Program Effectiveness, *Program Evaluation, School Attitudes, Special Classes, Staff Utilization, *Talented Students, Teacher Developed Materials, Vocational Maturity
Identifiers-Highline School District WA, Public Law 93 380

The Highline School District (Washington) developed and implemented a special one-year career education project for gifted and talented elementary school students based on three objectives: (1) increased perception of internal control among participating students; (2) increased knowledge of data-people-things categories; and (3) increased career knowledge and maturity. Two staff-involvement models were used: one included the use of special education teachers to provide career-related enrichment activities, and the other utilized existing staff members to teach ``special talent'' classes. Eight elementary schools (697 students) were involved in the project. Some of the major results include the production of twelve teaching packets; a conceptual framework for relating career and gifted education utilizing Guilford's model of the intellect and data-people-things categories; and a specific focus for measuring decision-making skills. Overall, positive responses toward the project were given by students, parents, and school staff; the most positive teacher responses came from schools which utilized the total staff model. When fifty students from the project schools were compared to fifty matched students from non-project schools, results indicated that the project participants were more knowledgeable of an occupational structure, felt more interest in school and learning, and felt more responsible (internal control) for their career future. (Numerous materials are appended, including samples of project publicity, student activity records, and evaluation forms and a

procedural guide for developing a career education program for gifted and talented children.) (Author/BM)

ED 160 831 CE 018 111

Nichols, Natalie P.
The Role of Guidance in Business Education.
Spons Agency-Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.
Pub Date-76
Note-34p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Accounting, *Business Education, Business Skills, *Career Choice, Clerical Occupations, Educational Assessment, Educational Trends, Employment Opportunities, Employment Qualifications, Employment Trends, *Guidance Counseling, Guidance Functions, Guidance Objectives, Minority Groups, Occupational Information, *Program Development, Program Evaluation, Secondary Education, Secretaries, Sex Stereotypes, Stenography, Student Needs, *Student Placement, Testing, Vocational Followup
Identifiers-Future Business Leaders of America, Pennsylvania

To help secondary school business teachers and school counselors in Pennsylvania assist students in making career choices and securing a job, this guide provides information on job counseling and developing business education programs. The first chapter focuses on the changing employment climate and outlines activities that will increase vocational guidance counselors' knowledge of the opportunities available to graduates. In chapter 2, a brief history of business education is given, followed by a discussion of the student needs that a business education program should meet. Besides describing the aptitudes and skills necessary for the three major areas of business education (accounting, clerical, and stenographic-secretarial), chapter 3 analyzes the employment outlook for each area. To add flexibility and more choices to standard programs, specialized offerings are suggested, such as a combined college preparatory-business curriculum, mini courses, summer school, adult evening classes, and cooperative programs. Chapter 4 indicates other areas with which counselors should be familiar, including (1) opportunities for minorities; (2) occupational sex stereotyping; (3) job information sources such as PENNSCRIPT, the Occupational Outlook Handbook,'' and intermediate unit media centers;

(4) the uses of tests; (5) school placement services; (6) program evaluation based on surveys of employers and graduates and a checklist compiled by the state department of education; (7) Future Business Leaders of America; and (8) future directions for business education. (ELG)

ED 160 977 CS 004 322

Klein, Marvin L.
Language Games-An Important Component of the Reading Program.
Pub Date-May 78
Note-16p.; Paper presented at the Annual Meeting of the International Reading Association (23rd, Houston, Texas, May 1-5, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Comprehension Development, Elementary Secondary Education, *Interaction, *Language Skills, *Reading Achievement, *Reading Instruction, Reading Research, Standard Spoken Usage, *Written Language
Identifiers-*Oral Language

Current reading theory suggests that oral language skills and reading skills interact with and implement each other. Three guidelines are helpful in shaping the development of proficient readers. (1) From kindergarten on, each year should be spent moving from oral language to print. Furthermore, the move within oral language should be from dialogue to monologue to narrative to exposition in emphasis. (2) Movement through the grades should incorporate an increasing number of activities cast in a rhetorical settings (the reader should move from a relatively rich fictive mode short stories and drama to assertions, paragraphs, and passages in which the reader must focus on syntactic and semantic detail). Development of comprehension skills in arhetorical settings should begin with metalinguistic games (playing with language) in the earliest years of school. (3) As the student moves through the grades, there should be an effort to coordinate joint involvement in utterance and text activities. This coordination allows comprehension skills learned in one mode of discourse to be applied in another mode of discourse. (TJ)

ED 161 000 CS 004 430

Anderson, Thomas H.

Study Skills and Learning Strategies. Technical Report No. 104.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency-Advanced Research Projects Agency (DOD), Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Sep 78

Contract-400-76-0116; N00123-77-C-0622

Note-41p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Critical Reading, *Information Seeking, *Intentional Learning, Learning Activities, Learning Processes, *Reading Processes, *Study Skills

Identifiers-*Center for the Study of Reading (Illinois), Outlining

The process of studying text material is a criteria-related, self-directed form of reading involving three phases: prereading, reading, and postreading. Prereading consists of clarifying the criteria for study, constructing a study guide, and surveying the text to determine how much is already known, how interesting it is, and how difficult or time consuming it will be to learn what needs to be known. The reading phase includes extended reading, monitoring understanding of text meaning, and remediating important comprehension failures as they occur. Postreading activities augment what has already been learned and generate useful alternative texts, such as notes and outlines. Mapping can be part of this final stage and involves an elaborate outlining system which juxtaposes related ideas and indicates the nature of their relationship by a symbol system. (TJ)

ED 161 022 CS 004 465

Ciborowski, Tom Price-Williams, D.

A Study of Cued Free Recall Learning among Rural Hawaiian Children Using Standardized Norms. Technical Report No. 71.

Kamehameha Schools, Honolulu, Hawaii. Kamehameha Early Education Project.

Pub Date- 75

Note-12p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Behavioral Science Research, *Cluster Grouping, Cognitive Ability, Communication Skills, *Creoles, Cues, *Dialects, Elementary Education, *Hawaiian, *Language Research, *Learning Processes, Memory, *Recall (Psychological), Rural Youth

Thirty-eight bidialectical rural Hawaiian children participated in a study to determine if they would display clustering in a cued recall task and to explore the possible influence of dialect usage on recall performance. For purposes of the study, clustering'' was defined as the ability of subjects to recall list items by category membership and not in a rote fashion. The subjects, six-, eight-, and twelve-year olds, were given three lists, each containing four words from four different categories. After reading a list, a child was asked to recall all the words from a specified category. Half of the subjects were tested in the Hawaiian-Creole English (Pidgin) dialect and half in standard English. Results confirm strong developmental differences in both the number of recalled items and the degree of clustering. They also confirm that rural Hawaiian children possess the requisite processes and cognitive structures to organize and recall list items by category. The findings indicate that there were no significant effects attributable to dialect. (FL)

ED 161 067 CS 204 454

Drechsel, Robert

How Nonmetropolitan Daily Newspapers Cover Courts in Minnesota.

Pub Date-Aug 78

Note-29p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Attitudes, *Courts, Information Theory, Job Analysis, *Journalism, *Newspapers, *News Reporting, Occupational Information

Identifiers-*Journalists

Nineteen nonmetropolitan daily newspapers in Minnesota were surveyed to determine how reporters covered lower level courts. Data were collected in the following categories: demographic characteristics of the reporters, the courts they covered, the type of information they gathered and how, the sources they used, the problems they had with the complexity of the information, the types of stories they wrote, the audience they wrote for, and their general attitudes about their work. Results showed that, as a group, the Minnesota reporters were young and relatively well-educated, but with little specialized training. The lack of time to do a thorough job was one of their major problems. They emphasized spot news over features or issue-oriented stories, and they found judicial sources accessible and cooperative. The reporters indicated that they enjoyed covering courts, had little trouble understanding the system, were confident in their abilities, and perceived court coverage as being equally as important as other public affairs coverage. (FL)

ED 161 224 EC 112 362

Crabbe, Anne And Others

Guidelines for Developing a Program for the Gifted and Talented. An Adaptation of a Model Provided by James Curry.

Nebraska State Dept. of Education, Lincoln.

Pub Date-78

Note-53p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Conceptual Schemes, Elementary Secondary Education, *Gifted, *Models, *Program Guides, *Talented Students

The paper provides guidelines, in the form of 11 steps, for developing a program for gifted and talented students. A developmental model is presented in conjunction with a narrative which outlines ways to implement the model. Sections cover the following components: awareness, commitment/philosophy, information gathering, screening process, resource assessment, program planning, board approval, identification/selection, program initiation, evaluation, and expansion. Forms and assessment instruments which may be reproduced are included. (Author/SBH)

ED 160 885 CE 018 360

Related Instructional Material for Electrical Apprentice Technical Training. Student Worksheets. Series D (Fourth Year). Revised to Meet 1978 Electrical Code.

North Carolina State Dept. of Community Colleges, Raleigh.
Pub Date-78
Note-60p.; Not available in hard copy due to faint print in original document; For related documents see CE 018 350-359
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Apprenticeships, *Electrical Occupations, Electrical Systems, Electric Circuits, Electronics, Learning Activities, Postsecondary Education, Technical Education, Trade and Industrial Education, *Worksheets

Information sheets and student worksheets for twenty-seven lesson plans designed for a fourth-year electrical apprentice technical training program are presented in this workbook. The information sheets provide summary information about the lesson topics and the worksheets contain problems to be solved and questions to be answered relating to each lesson. Some of the lesson topics are cable trays, cellular metal floor raceways, switchboards and panelboards, radio and television equipment, troubleshooting control circuits, basic theory of electronics, and effective foremanship. (The instructor's manual containing lesson plans and unit tests is available as document CE 018 359. Other related documents are CE 018 350-360.) (JH)

ED 161 089 CS 204 495

Literature, Literary Values, and the Teaching of Literature: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' August and September 1978 (Vol. 39 Nos. 2 and 3).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date-78
Note-13p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Adolescents, Annotated Bibliographies, Black Literature, Childrens Literature, *Doctoral Theses, Drama, Elementary Secondary Education, Higher Education, Illustrations, Initial Teaching Alphabet, Interdisciplinary Approach, *Literature, *Literature Appreciation, Metaphors, Minority Groups, Poetry, *Reading Instruction, Reading Interests, Recreational Reading, Story Telling, Teacher Education, Values

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 16 titles deal with the following topics: adolescent reading preferences for type of theme and sex of protagonist; empirical studies in response to literature; bibliographic control of American literature from 1920 to 1975; the depiction of American Indians in recent children's literature; images of women in the leisure reading choices of young people; instruments for assessing children's reading interests; Philip Larkin's poetry; an English literature survey; training teacher assistants to use Black literature for children; storytelling; an interdisciplinary curriculum design; Appalachian literature; children's response to metaphor in poetry; primary pupils' book handling skills and storytelling abilities; the initial teaching alphabet; and children's responses to three styles of art used to illustrate fairy tales. (FL)

ED 161 110 CS 502 265

Uses and Effects of Television and Other Mass Media: Abstracts of Doctoral Dissertations Published in ''Dissertation Abstracts International,'' July through September 1978 (Vol. 39 Nos. 1 through 3).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date-78
Note-16p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Aggression, Annotated Bibliographies, Blacks, *Childrens Television, Commercial Television, Communication Skills, Consumer Economics, *Doctoral Theses, Educational Television, Elementary Education, Films, Foreign Students, Higher Education, *Mass Media, News Media, Older Adults, Parent Child Relationship, Politics, Preschool Education, Programing (Broadcast), *Public Opinion, *Television, Television Research, Violence
Identifiers-*Audience Response

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 18 titles deal with the following topics: design characteristics of ''Sesame Street'' and the visual attention of preschool children; content, intent, and audience response to black-directed, black-oriented feature films; documentary television programs; the effects of film aggression on children; foreign students and television and newspaper uses; the effect of adult mediation of television programing and peer pressure on children; communications administration, policy, and program development for public broadcasting; styles of parent-child interaction as a factor in children's learning from television; consumer socialization; career awareness and television; the development of a graduate program in mass communication; broadcasting and presidential popularity; media sensitization; media and nonmedia and the needs of the elderly; a reevaluation of the effects of television violence; programing strategies and program popularity for children; consumer information acquisition; and political news on television. (FL)

ED 161 131 EA 010 944

Druian, Greg

Group Leadership: Understanding, Guiding, & Sharing. Keys to Community Involvement Series: 15.

National School Public Relations Association, Arlington, Va.; Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jan 78
Contract-400-76-0025
Note-24p.; For related documents, see EA 010 930-943
Available from-National School Public Relations Association, 1801 North Moore Street, Arlington, Virginia 22209 ($2.00; $24.00 for set of 15 Keys; discounts available; payment must accompany order)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Community Involvement, *Community Leaders, *Community Organizations, Decision Making, *Group Dynamics, Leaders Guides, Leadership Qualities, *Leadership Responsibility, Leadership Styles, Leadership Training, Meetings

This booklet addresses persons who would like information about leadership of community groups. It is meant to be read both by current community group leaders and by persons who aspire to be leaders. Roles and functions of community group leadership are presented, along with suggestions about how to carry out the leadership role in ways that promote accomplishment and pride on the part of group members. The final section describes two ways of sharing leadership: building leadership in other group members, and sharing or delegating decision-making within a group. (Author/MLF)

ED 161 197 EC 112 332

Copeland, Anne P.

Types of Private Speech Produced by Hyperactive and Non-Hyperactive Boys.

Pub Date-78

Note-21p.; The document is part of the author's doctoral dissertation in clinical psychology at the American University

Available from-Anne P. Copeland, Department of Psychology, Kent State University, Kent, Ohio 44266

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Cognitive Development, Elementary Education, Exceptional Child Research, *Hyperactivity, *Speech Communication, *Speech Skills, *Verbal Development

Types and amount of private speech (aloud talking which is not addressed to another person) were assessed during the free play of 16 hyperactive and 16 non-hyperactive boys (6-10 years old). Verbalizations were coded into nine categories which denoted the boys' level of use of verbal control of their own behavior. Differences in amount and type of private speech between hyperactive and non-hyperactive Ss were found which indicated that hyperactive boys may be presenting a specific or general cognitive lag in development. (Author)

ED 161 264 FL 009 665

Jones, Randall L.

Testing: A Vital Connection. The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9.

American Council on the Teaching of Foreign Languages, New York, N.Y.

Pub Date-77

Note-29p.

Available from-Not Available Separately; See FL 009656

Document Not Available from EDRS.

Descriptors-*Communicative Competence (Languages), *Language Instruction, Language Proficiency, *Language Skills, *Language Tests, Listening Comprehension, Reading Skills, *Second Language Learning, Speech Skills, Testing, Writing Skills

Language testing must be an integral component of any foreign language program. It should relate closely to the objectives of the program so that students are tested on what they practice in the classroom. Although language testing during the past few decades has been concerned primarily with measuring only linguistic knowledge, more consideration is being given to performance testing of communicative competence. Testing of listening and reading proficiency are very common today, principally because they are easily written using a multiple-choice format. Tests of speaking and writing, although less common, are receiving more attention in the classroom. Nonlinguistic aspects of communication need to be incorporated into tests of communicative competence. Students need to learn how the people of a culture communicate and interpret cultural and social information. Research in language testing has moved from a principal focus on validity and reliability to include important psycholinguistic aspects of second language acquisition. Areas within language testing that need special consideration are: more emphasis on the development of valid tests of communicative competence; the development of training materials for administering and scoring performance language tests; better dissemination of information about successful methods of testing foreign language proficiency; more concern for criterion validity; and methods for testing at the higher levels of language proficiency. (Author/SW)

ED 160 727 CE 013 449

Oppenheimer, Zelda V.
Careers for Bilinguals. Volume One. Relatina Publications, Chicago, Ill.
Pub Date-75
Note-200p.; For a related document see CE 013 448
Available from-Relatina Publications, P.O. Box A3841, Chicago, Illinois 60690 (Student Workbook, $4.00; Teacher's Manual, $4.00; Audio Cassette, $7.00; Booklet of Illustrations, $1.00; Teacher Evaluation Booklet, $1.00; Student Evaluation Booklet, $0.90; shipping charges, $2.50; complete set, including shipping, $20.00)
Document Not Available from EDRS.
Descriptors-Adult Education, Bilingual Education, *Bilingual Students, *Career Awareness, Community Involvement, Cross Cultural Training, Dialogue, *English (Second Language), *Equivalency Tests, Junior High Schools, *Learning Activities, *Non English Speaking, Occupational Aspiration, Occupational Information, Secondary Education, Second Language Learning, Spanish Speaking, Student Evaluation, Workbooks

Focusing on the Hispanic culture, this student workbook is intended to fill the needs of minority groups who have been exposed to non-standard English or foreign language environments and/or who are in need of perfecting their English language skills. It can be used with bilingual or monolingual junior and senior high school students, adults in continuing education, students in alternative schools, and students in correctional institutions. Presented in seven units, the concepts and exercises in this workbook serve as a guide to career awareness, while raising levels of aspiration, and emphasize cognitive and affective learning. The program also offers a guidance process designed to encourage community involvement. All seven units are developed around dialogs, the last two of which are units for the more advanced students. Some of the careers included relate to health services, law enforcement, communications, mass transportation, real estate, law and consumer economics, import-export business, franchises, and foreign service. A number of the exercises show women in key positions. Included also is a student's evaluation booklet which contains six kinds of proficiency tests. A teacher's manual (CE 013 448) accompanies this workbook and contains teaching suggestions, related information, an evaluation guide, and a booklet of illustrations related to the student workbook units. An audio cassette which records the workbook dialogs and selected exercises is also available (see availability note). (Author/BM)

ED 160 903 CG 012 786

Waite, John And Others

Volunteer Effectiveness in Counseling Chronically Depressed Women Outpatients.

Pub Date- 78

Note-12p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Counseling, *Depression (Psychology), *Females, *Mental Health Programs, *Outreach Programs, *Paraprofessional Personnel, Research Projects, *Volunteers

A group of depressed women outpatients who were attending the outpatient clinic of a Midwestern state hospital were assigned women volunteers who had been trained in either problem solving and Rogerian relationship techniques or cognitive-behavioral therapy. Volunteers met with patients at least one hour per week. Patients were assessed on various rating scales after a three month and six month interval in order to determine if their depressive symptomatology and subjective feelings of helplessness and hopelessness had lessened. No statistically significant difference was found between patients receiving the two types of counseling, but it was found that, taken as a group together, the patients showed maximum improvement after three months which was maintained but not improved upon up to the six month assessment point. It is planned to compare these patients with a control group who have not been assigned a volunteer, and to reassess them again after an 18 month time interval. (Author)

ED 160 927 CG 012 863

Things to do to Build Communication and Trust.
Wayne County Intermediate School District, Detroit, Mich.
Spons Agency-Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.; Michigan State Dept. of Corrections, Lansing.
Pub Date- 72
Note-28p.; Best Copy Available ; Not available in hard copy due to light colored ink and pages
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Communication Skills, *Drug Education, Elementary Secondary Education, Feedback, *Group Activities, Group Dynamics, Guides, *Leadership Training, *Sensitivity Training, *Team Training

A strategy for use in drug education programs is described. Some elements of good communication and ideas for involving teachers and students in communication and trust-building experiences are provided, including Warm-Up Activities, Sharing and Interview experiences, Reaction and Surfacing exercises. The experiences and activities are intended for use by DARTE teams working with local district teachers and students. The ideas and activities are suggested for use wherever people are learning to work together on common tasks. (BN)

Twiton, Elizabeth M. Anderson, Ernest B.

Performance Decrements Following Stress: Learned Helplessness, Passive Uncontrollability, or Distrust?

Pub Date- 77
Note-15p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Adjustment (to Environment), Controlled Environment, *Expectation, *Failure Factors, Perception, *Performance Factors, Psychological Patterns, Research Projects, *Stress Variables
Identifiers-*Noise

Three explanations for post-stress performance decrement were investigated learned helplessness, passive uncontrollability, and distrust. A group of male and female undergraduates at Carthage College (N 112) were exposed to one of four stress treatment conditions: escapable noise (EN), inescapable noise (IN), noise experienced with no expectation of control (NC) or no noise (NN). Three measures of subsequent performance decrement on an anagram task were obtained: trials to criterion, mean solution time, and total failures to solve. To test for distrust, this task was administered by the same or a different experimenter. A three-way analysis of variance was performed for stress treatment, same versus different experimenter, and sex of subject. A significant main effect for stress treatment was found. The IN and NC groups showed equivalent performance decrements on all three dependent variables. The EN and NN groups showed no performance decrements. No other significant main effects or interactions were found. Experiencing uncontrollability resulted in equal performance decrements regardless of subjects' expectations of or efforts to control the noise. Distrust was not supported as an alternative explanation. (Author)

ED 161 044 CS 204 422

Sipple, Jo-Ann M.
Error Analysis: How to Translate It into Positive Teaching.
Pub Date-78
Note-17p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (29th, Denver, Colorado, March 30-April 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Composition Skills (Literary), *English Instruction, *Error Analysis (Language), Higher Education, *Models, Secondary Education, *Teaching Techniques

Error analysis can provide teachers with a foundation for creating practical writing experiences for students and can allow the teacher to examine errors for linguistic features appropriate and inappropriate to the social context of writing. Teachers tend to call for a finished, error-free product, a polished final paper instead of using error analysis to discover possible patterns of error. Process-oriented writing programs involve a series of small interactive steps between teacher and student in which organization, logical thinking, and syntactic maturity are some of the subgoals in the task of writing effectively. General studies in error analysis report frequency and kind of error while specific studies look more to teaching implications. One model for using error analysis in the teaching process translates student errors into positive teaching points and then puts each teaching point through a sequence of writing tasks in order to produce modular instruction around each point. (A graphic illustration of the model is included in the paper.) (TJ)

ED 161 068 CS 204 455

Christensen, Judie

Let's Write It Right! A Student-Oriented Approach for Teaching Letterwriting Skills.

Pub Date-Dec 77
Note-7p.; Paper presented at the 42nd Annual and 3rd International Convention of the American Business Communication Association (Chicago, Illinois, December 28-30, 1977) ; Not available in hard copy due to print quality
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Business Correspondence, *English Instruction, Evaluation Criteria, Higher Education, *Letters (Correspondence), *Peer Evaluation, Secondary Education, Small Group Instruction, *Teaching Techniques, *Writing Skills

In the student-oriented approach to writing business letters, students work in small groups to write a series of letters. For the first letter, the groups take the role of consumers, writing letters to order merchandise. The letters are written on overhead transparencies and are then critiqued by the other teams, with an emphasis on constructive help. The remaining letters in the series are the order acceptance letter, for which the teams act as an employee of the company to which the first letter was sent; the complaint letter, in which the consumer tells of a problem with the merchandise purchased; and the adjustment letter, in which a company employee answers the complaint letter. Using this approach, students concentrate on making critical communication decisions and learn from what others write and say. (Guidelines are provided to aid in evaluating the different types of letters.) (GW)

ED 161 152 EA 010 975

Davis, B. Glen Trimble, C. Scott
Kentucky's Declining School Population.
Kentucky State Dept. of Education, Frankfort.
Pub Date-Nov 77
Note-19p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Cohort Analysis, *Declining Enrollment, Educational Research, Elementary Secondary Education, *Enrollment Projections, Graphs, Ratios (Mathematics), Tables (Data)
Identifiers-*Kentucky

Kentucky is one of the many states in which enrollment has declined since 1971. This study gathered data on the previous decline and then projected state enrollment up to 1981-82. The cohort-survival technique was used in projections. Numbers of live births and survival ratios were supplied by the Bureau of Vital Statistics. Survival ratios between classes were calculated from data on previous classes. A birth-to-first-grade survival ratio was calculated by dividing the number of first graders in one year by the number of live births six years earlier. This survival ratio was then multiplied by the live births of the years 1971 through 1976 to obtain projected first year enrollments for the school years 1977-78 through 1981-82. Projections of grade 2-12 enrollments were calculated in a similar manner. Graphs show that by 1981-82 enrollment will have declined by about 7.9 percent. If it is assumed that one teacher could adequately instruct 150 students per day, this decline would result in a need for approximately 348 fewer teachers by the 1981-82 school year. Educational planners who do not recognize obvious facts like declining enrollment may be contributing to a taxpayer's revolt. (Author/JM)

ED 161 225 EC 112 363

Cox, James O., Comp. And Others

Product Listing. An Annotated Bibliography of Materials Developed by Eastern HCEEP Programs.

North Carolina Univ., Chapel Hill. Technical Assistance Development System.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date-78

Contract-300-77-0507

Note-91p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-Annotated Bibliographies, *Audiovisual Aids, *Early Childhood Education, *Handicapped Children, *Instructional Materials

Identifiers-*Handicapped Childrens Early Education Program

The document contains an annotated compilation of over 192 products available from and distributed by Eastern HCEEP (Handicapped Children's Early Education Program) projects. Materials include print products (such as books, instruments, and manuals) as well as audiovisual resources (which encompass filmstrips, slidetapes, motion films, videotapes, and kits). Materials are divided into five sections (with each of these subdivided into print and nonprint materials): materials for working with children, for working with parents, for working with teachers and/or staff, for planning or conducting program evaluation, and for developing comprehensive program descriptions. Each annotation provides information on the title of the product, author/developing agency, location for obtaining the product, costs, general information about format, and product content and intended audience. (SBH)

ED 161 283 FL 009 807

Johnson, Wallace, Ed.
An Advanced Reader in Chinese Sociology-Anthropology.
Kansas Univ., Lawrence. Center for East Asian Studies.
Spons Agency-Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.
Pub Date-78
Contract-300-75-0241
Note-78p.; For related document, see FL 009 808.
Available from-Library Sales Section (Exchange and Gifts Dept.) University of Kansas Libraries, Lawrence, Kansas 66045 ($2.00)
Language-Chinese
Document Not Available from EDRS.
Descriptors-*Anthropology, *Chinese, Chinese Culture, Glossaries, Higher Education, Ideography, *Instructional Materials, *Language Instruction, Literary Styles, Non Western Civilization, Prose, Reading Comprehension, Reading Instruction, *Reading Materials, Reading Skills, Second Language Learning, Sino Tibetan Languages, *Sociology, Vocabulary Development
Identifiers-National Defense Education Act Title VI

This textbook, written in Chinese, is intended for advanced students of the language. It contains a graded selection of writings by some of the most important modern Chinese writers. The lessons, divided into four main groups, present several prose styles of differing complexity. Each lesson has five parts: a short biography of the author, a precis of the lesson, the lesson itself, a glossary of unknown words and phrases (in Chinese except for certain proper nouns), and questions about the lesson. The level of prose is that normally used by scholars. (Author/AMH)

ED 160 746 CE 016 703

McLaughlin, Daniel R.

Working Effectively with the Community Power Structure.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Pub Date-Apr 78

Note-15p.; Paper presented at the 1978 Technical Assistance Conference, Business-Industry-Labor Inputs into Vocational Education Personnel Development'' (Columbus, Ohio, April 3-5, 1978); Not available in hard copy due to reproducibility problems; For related documents see CE 016 702-704 and CE 016 706

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Business, *Community Involvement, *Cooperative Planning, Guidelines, *Individual Power, Industry, Interpersonal Competence, Labor Unions, Organizational Theories, *Power Structure, *School Industry Relationship, *Vocational Education

Divided into two sections, this document suggests a number of ways to work with power structures in developing a collaborative effort between business, education, labor, industry, and government. In section I, the author presents his own understanding of power (position power and individual power) and provides a theoretical framework for the actions described in section II. (This theoretical framework includes two basic elements which are needed in working with the power structure: knowledge of self and an understanding of the continual friction between old and new in every society or organization.) In section II, the author describes the process of forming a collaboration with the help of the power structure. The first step described in the process is thinking, a step which requires careful examination of thoughts and the strengthening of convictions. The second step described is to discuss these convictions with peers and trusted associates before presenting these beliefs to strangers. Finally, the author lists twelve guidelines to assist the educator in successfully involving outside groups in education. (BM)

ED 160 762 CE 017 051

Kassebaum, Gene And Others
Contracting for Correctional Services in the Community. Volume I: Summary.

National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.
Pub Date-May 78
Grant-75-NI-99-0118
Note-50p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 027-000-00630-2)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Accountability, *Community Service Programs, Contracts, *Correctional Rehabilitation, Field Studies, Legal Responsibility, National Surveys, *Private Agencies, *Program Administration, Program Costs, *Referral, Research Needs, State Legislation, Use Studies

To describe and analyze the use of private organizations for supervision, training, or assistance of persons referred from criminal justice agencies was the purpose of this study. Procedures were divided into three parts: a review of relevant existing published data and, to the extent possible, ongoing studies; a survey of a national sample of private organizations providing corrections-related direct client services; and on-site field investigations of programs in several different urban settings. The major findings include the following: (1) laws authorizing community supervision of convicted persons and contracting with private organizations for correctional services have provided the states in the study with broad authority necessary for these programs; (2) there is a major shortage of information about referrals of defendants and convicted persons to community based programs; (3) there are organizations specializing in services to persons released from prison, persons referred by criminal court for narcotics addiction treatment, or other services to public offenders; however, a major proportion of direct client services to persons convicted of offenses lie outside this set of specialized programs; (4) cost figures are difficult to interpret because of the ambiguity of valuing services rendered; (5) accountability is most often in terms of process (number of clients admitted, average daily census) rather than in terms of client performance (number completing various stages; ratio of graduates to dropouts). (Implications of findings are discussed in terms of the need for referral sources and service vendors to develop jointly planned monitoring and accountability procedures, the need to determine the number of clients of specified types, and the need to determine the logic of decision making in referring clients to community based programs.) (JH)

New York State Consortium for Career Education. Career Education Program, July 1, 1975-June 30, 1976. Project Performance Report, Volume 2.
New York State Education Dept., Albany.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-30 Sep 76
Grant-G007502353
Note-281p.; Not available in hard copy due to reproducibility problems; For related documents see CE 017 613, ED 114 586, and ED 120 411
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Articulation (Program), *Career Education, Community Resources, *Consortia, Fused Curriculum, Information Dissemination, Information Services, Inservice Teacher Education, *Program Administration, Program Coordination, *Program Descriptions, Program Effectiveness, Program Evaluation, Program Improvement, *Program Validation, School Districts, *State School District Relationship, Vocational Education
Identifiers-Candor School District NY, Erie Board Cooperative Educational Services NY, Odessa Montour School District NY, Orleans Niagara Board Coop Educ Services NY, Public Law 93 380, Spencer Van Etten School District NY, Syracuse City School District

This second volume of a two-volume report of a New York State consortium for career education contains project performance and evaluation reports from five of seven component districts: Erie Board of Cooperative Educational Services (BOCES); Orleans-Niagara BOCES; Rockland BOCES; three rural districts; and the Syracuse City School District. (Volume 1 contains the reports from the remaining two component districts and a dissemination report.) The project performance reports describe the activities carried out by the component districts. (The major focus of these activities was to achieve incremental growth in services to more students and teachers, better/broader offerings for infusion into ongoing programs, increased use of appropriate community resources and occupational educational programs, and improved articulation with postsecondary employment and educational programs.) The evaluation reports present the findings of the third-party evaluator, Policy Studies in Education (PSE). Each evaluation report contains a discussion of the objectives measured by PSE, the project director's plan for accomplishing them, and PSE's matching plan to assess project accomplishments. (The consortium activity resulted in incremental growth of career education in each district and a number of specific learnings relative to managing such a project from the state level; but insufficient interaction among the Consortium components was indicated.) (BM)

ED 160 814 CE 017 934

Leeking, Linda L.

Selected Attitudes Dealing with Individualized and Traditional Instruction.

Pennsylvania State Univ., University Park. Div. of Occupational and Vocational Studies.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date-Nov 78
Note-134p.; Master's Thesis, The Pennsylvania State University
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-*Class Attitudes, Community Colleges, Comparative Analysis, *Conventional Instruction, Educational Assessment, *Food Service Occupations, Foods Instruction, *Individualized Instruction, Instructional Materials, *Management Education, Objectives, Questionnaires, Teaching Methods, Vocational Education

An investigation was done to ascertain the effectiveness of individualized instructional methods as compared with traditional instructional methods in vocational food service programs at the community college level. Subjects, forty-three hotel/motel restaurant management students, were divided into subgroups: students who transferred from another postsecondary institution and those who entered the community college directly after high school. An individualized instruction model was developed and used with the subjects. A questionnaire was administered to compare significant differences between individualized and traditional instruction for eight variables: academic challenge, motivation to learn more about a concept, appropriateness of learning level, preference for peer contact, amount of instructor contact preferred, satisfaction of individual interests, identification of learning concepts to learners, and sense of achievement. In the total population's responses three variables indicating a preference for individualized instruction were found: satisfaction of individual interests, identification of learning concepts to the learner, and sense of achievement. (Appendixes contain sample letters to the student's instructor, the survey instrument, pretest and posttest, and the individualized unit of instruction.) (CSS)

ED 160 848 CE 018 143

Straub, Vicki W. Moore, Earl J.

Comprehensive Career Guidance. Developing Self Worth. Staff Development K-6.

Georgia State Dept. of Education, Atlanta.
Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-77
Grant-G007500339
Note-83p.; For related documents see CE 018 130-144, CE 018 146-147, CE 018 150, CE 018 152, CE 018 154, CE 018 157-158, CE 018 161, CE 018 163, and CE 018 339
Available from-Vocational Education Materials Center, Room 124, Fain Hall, Division of Vocational Education, College of Education, University of Georgia, Athens, Georgia 30601 ($2.00)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Career Awareness, Career Development, Career Education, Career Planning, Educational Objectives, Elementary Education, *Elementary School Guidance, Fused Curriculum, Guidance Programs, *Inservice Teacher Education, Instructional Materials, Interpersonal Competence, Leaders Guides, Learning Activities, Occupational Guidance, *Self Concept, Skills, Social Behavior, *Student Behavior, *Student Motivation, Teacher Workshops
Identifiers-*Georgia Comprehensive Career Guidance Project

One of six staff development training manuals for career guidance infusion in the elementary school curriculum (K-6), this manual focuses on developing self worth. It is divided into the following five major sections: (1) a list of the major goals and activities covered in the manual; (2) an overview chart displaying the goals, concepts, time, process, and instructional mode of each activity; (3) specific directions for each activity, including objectives, preparation requirements, and materials/equipment requirements; (4) leader's summaries presenting the background information needed to lead the activities; and (5) participant worksheets and handouts. (See CE 018 130 for the final report of this project.) The five major goals covered by this manual include the following: to understand, experience, and evaluate the components of an equalitarian relationship of mutual respect; to learn how a person's self-concept and behavior is influenced by his social environment; to understand the purposes and goals of behavior; to understand how discouragement inhibits social interest; and to understand how the discouragement process promotes social interest. In addition to the other five staff development training manuals (CE 018 139-142 and CE 018 144), a career guidance methods guide for grades K-6 (CE 018 137) is available. (BM)

ED 160 864 CE 018 229

The National Manpower Survey of the Criminal Justice System. Volume Four: Courts.

National Planning Association, Washington, D.C.
Spons Agency-National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.
Pub Date-Sep 78

Contract-J-LEAA-035-74
Note-101p.; Notational and source information accompanying tables in this document will not reproduce well due to small print; For related documents see ED 154 156, CE 016 271, CE 016 502, and CE 018 227-228
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 027-000-00662-1)
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-Administrative Personnel, Court Role, *Courts, *Criminal Law, Educational Needs, Educational Programs, *Employment Projections, Employment Statistics, Employment Trends, Job Training, Labor Turnover, Law Schools, Lawyers, *Legal Education, Manpower Development, *Manpower Needs, National Surveys, Needs Assessment, Occupational Information, *Program Effectiveness, Program Improvement, Recruitment, Tenure

Focusing on adjudication manpower (judges, prosecutors, public defenders, court administrators, and probation officers), this document is one in a series of six volumes reporting the results of the National Manpower Survey (NMS) of the Criminal Justice System. Chapter 1 of six chapters summarizes the major results and recommendations of an assessment of the court adjudication agencies. Chapter 2 describes the criminal justice process today and the respective roles of each of these categories of agencies and their key personnel. Current employment in each category, agency workloads, and manpower needs are also discussed. Chapter 3 presents the projection of future personnel needs of state and local criminal justice agencies, by occupation, for a ten-year period (to 1985). Chapter 4 reviews NMS findings on recent personnel turnover and tenure among assistant prosecutors and defenders, on factors contributing to the relatively high turnover in these positions, and on the implications of these patterns for future recruitment needs. Chapter 5 describes the historical development of legal education and training programs and discusses key issues related to the adequacy and quality of current programs. The final chapter reviews the role and functions of court administrators, provides a profile of existing incumbents in terms of training and experience, and assesses training and education needs for current and future incumbents of these positions. (BM)

ED 160 886 CE 018 377

Meinstereifel, Elizabeth B. Armstrong, Ruth D.

A Study to Determine the Utilization of Shorthand in Pennsylvania Offices.

Shippensburg State Coll., Pa.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-78
Note-38p.; Some pages in this document will not reproduce well due to light print
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Business Skills, Educational Needs, Employment Qualifications, *Job Skills, Literature Reviews, Needs Assessment, Occupational Information, Office Machines, *Office Occupations Education, Office Practice, Promotion (Occupational), Secretaries, Senior High Schools, *Skill Obsolescence, Stenographers, *Stenography, Testing, *Use Studies
Identifiers-*Pennsylvania

To determine the need for shorthand instruction in business education programs, a study and literature review were conducted on the status of shorthand as a job requirement for secretaries and stenographers. The literature review covered studies published prior to 1976 and indicated that shorthand was still considered a necessary skill at that time. Based on the replies received from 854 of the 1,851 Pennsylvania businesses surveyed, the future usefulness of shorthand appeared assured and the following conclusions were reached: (1) the larger the office staff, the more frequently shorthand is required; (2) a dictation speed of eighty to one hundred words per minute is usually expected for employment; (3) most applicants are asked to take a dictation test averaging six and a half minutes; (4) shorthand is not considered necessary for company advancement; (5) a high school education with business training is adequate for most secretarial/stenographic jobs; and (6) shorthand is not rapidly being replaced by word-processing centers since less than ten percent of the respondents have installed such centers. High school business courses should, therefore, continue to teach shorthand but should also offer instruction in the use of other media for recording dictation, give practice dictation tests like those used by businesses, and encourage students to achieve minimum skills and to regard high school as a culminating educational experience. (ELG)

ED 160 978 CS 004 324

Zimiles, Herbert Kuhns, Margaret

A Developmental Study of the Retention of Narrative Material. Final Report.

Bank Street Coll. of Education, New York, N.Y. Div. of Research.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jul 76
Grant-NE-G-00-3-00271
Note-84p.; Parts of appendix marginally legible due to print quality
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Child Language, Cognitive Development, *Cognitive Processes, Language Research, *Memory, *Narration, Primary Education, *Recall (Psychological), *Retention, Story Telling
Identifiers-*Prose Learning

A Sample of 576 children participated in a study to determine the manner in which children retain narrative material, what information they retain, and the effects of sex and age upon these aspects of memory. The children, ranging in age from six to eight years, listened to a tape recorded story in individual sessions. Half of them were asked to retell the story immediately after hearing it and half were not. Each child was then assigned to an experimental condition consisting of an interval of two days, two weeks, or two months. Following the interval, the children were asked to retell the story. They were also asked a series of questions to identify material remembered but not included in their spontaneous recall. The results indicate that retelling a story immediately after hearing it facilitates subsequent recall. They further show that the focus of developmental change in narrative recall shifts as a function of age but not of sex. Analysis of the children's responses to questions posed after the designated interval suggests that the length of the interval had a decisive influence on the recall of specific detail. (Data gathering instructions and recording procedures and copies of the stories used in the study are appended.) (FL)

ED 161 001 CS 004 432

Walmsley, Sean A.
Adolescents' Understanding of Logical Connectives in a Sentence Memory Task.
Pub Date-Dec 77
Note-16p.; Paper presented at the Annual Meeting of the National Reading Conference (27th, New Orleans, Louisiana, December 1-3, 1977)
Available from-Dr. Sean Walmsley, Department of Reading, Education B-8, University of Albany, 1400 Washington Avenue, Albany, New York 12222
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Adolescents, Grade 9, Performance Factors, *Reading Comprehension, *Reading Processes, *Reading Research, Secondary Education, *Sentence Structure, Structural Linguistics, Surface Structure, *Syntax

To determine whether poor readers employ less efficient strategies in processing logical connectives than do good readers, 34 ninth grade students participated in a study. Half of the students were good readers and half were poor readers. An acquisition list consisting of 18 target sentences and 6 fillers was constructed. A list of 42 recognition sentences was also developed. Of these, 18 were the original target sentences and 3 were original fillers; the remaining sentences were modifications of the acquisition list. The students listened to the taped target sentences and then completed a distractor task. Following this, they heard the second list of sentences and were asked to indicate on an answer sheet whether they had heard the same sentence in the first exercise. Results suggest that both good and poor readers attend selectively to features of sentences containing logical connectives when asked to remember them. While poor readers do not appear to attend to the general sense of sentences as well as do good readers, they seem to attend equally well to the underlying logical relationships. (FL)

ED 161 023 CS 204 226

Sacks, Renee K.

Aspects of Communicative Competence: The Effect of Situation upon the Oral Language of Adults with Different Reading and Writing Proficiencies.

Pub Date-78

Note-28p.; Research prepared at Hofstra University

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Cognitive Development, College Students, *Communication Skills, Higher Education, Information Theory, Language Development, *Linguistic Competence, *Linguistic Performance, Performance Factors, *Reading Skills, Speaking, Speech Communication, *Writing Skills

An exploration of the linguistic patterns and conversational strategies of adult learners was conducted to clarify the relationship between individuals' oral communicative ability and their levels of proficiency in the nonoral literate modes of reading and writing. The connection between social class and language development was also examined. Sixteen male Caucasian college students were selected to participate in the study on the basis of their linguistic features and skills. Their socioeconomic status was determined after their selection. Following an assessment of the students' reading and writing skills, they were segmented into two groups on the basis of proficiency in these secondary language skills. They next participated in two communication situations which were constructed on the theory that shared referents between the speaker and listener affect the speaker's linguistic behavior. The findings supported the notion that the oral communicative competence of speakers is reflective of their proficiency in reading and writing. Socioeconomic status did not appear to be a significant cause for the linguistic and communicative differences evidenced by the two groups. (FL)

ED 161 090 CS 204 496

Tipton, Leonard Fielder, Virginia Dodge

Community Standards and Their Misperception: A Local Public Opinion Poll on Pornography.

Pub Date-Aug 78

Note-30p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Censorship, *Community Attitudes, Community Study, *Mass Media, *Moral Issues, *Perception, *Public Opinion, *Social Attitudes

Identifiers-*Pornography

Following a series of events which had made pornography a controversial issue in the community, a public opinion survey of 350 adults was conducted in Lexington, Kentucky. Respondents were asked about the recent events, their perceptions of ``sex'' in different media and how it should be regulated, their views on pornography in general and their perceptions of the community's views, ways of establishing community standards, and freedom of expression in general. Results indicated that the respondents were unable to define pornography with any specificity. A majority felt that pornography should be available for adults, but they perceived themselves to be in the minority on the issue. The minority favoring strict control, however, felt their position to be the majority one. Respondents favored local over state or national laws, but were unwilling to let the local city council establish pornography standards. Those who took antipornography stances were generally older, attended church frequently, and had less formal education. Findings also indicated that perception of the extent of pornography's harmful effects had the most marked relationship to questions of legal control and availability. (Author/FL)

ED 161 132

EA 010 949

Wirt, Frederick M.

The Neo-Conservative Critique of National Educational Policy: A Revision of the Revisionists.

Pub Date-Mar 78

Note-15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Ontario, March 27-31, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Disadvantaged Groups, Economics, Educational Change, *Educational Policy, *Federal State Relationship, Finance Reform, Politics, *Resource Allocations, Social Action

Identifiers-Mosher (Edith K), Wagoner (Jennings L)

This paper is a critique of The Changing Politics of Education: Prospects for the 1980's'' edited by Edith K. Mosher and Jennings L. Wagoner, Jr. The author contends that the themes of this neo-conservative'' volume are that (1) resources for schools are dwindling and the future of education will be bleak, and (2) political reforms are impossible to achieve and are not desired by the people. To answer the first contention, the author differentiates between the economic view and the political. Viewed from a political standpoint, improvements are being made and will be made in schools, especially in ways of dealing with problems, reallocating resources, and meeting the goals of accountability, equality, fairness, and the use of power. The bleak economic forecast is based on an assumption that the taxpayer's desire for retrenchment will not be reversed. According to the author, this self-fullfilling prophecy should be avoided. To refute the book's second contention, the author asserts that political reforms, while more difficult and slower in coming than assumed in the early sixties, are not impossible. Desegregation, for example, has made great strides in the south, and Title I funds have made an impact on test scores. Furthermore, these reforms and others like them have, in fact, sprung from popular pressure, although it is pressure from disadvantaged groups. (Author/JM)

ED 161 173 EC 111 413

Baldwin, Alexinia Y., Ed. And Others

Educational Planning for the Gifted. Overcoming Cultural, Geographic and Socioeconomic Barriers

Council for Exceptional Children, Reston, Va.
Spons Agency-Office of Education (DHEW), Washington, D.C. Office for Gifted and Talented.
Pub Date-78
Note-81p.
Available from-Council for Exceptional Children, Publication Sales Unit, 1920 Association Drive, Reston, Virginia 22091 ($5.25)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Children, Community Involvement, *Cultural Disadvantagement, Curriculum, *Economic Disadvantagement, *Gifted, Minority Group Children, *School Planning, *Social Disadvantagement, *Talent Identification

The book presents theoretical considerations and practical recommendations concerned with school planning for gifted children who might not be identified nor have an opportunity to develop their mental capacities because of external influences such as cultural diversity, socioeconomic status, or geographic isolation. Six different approaches to identification are presented. Using the System of Multicultural Pluralistic Assessment (SOMPA) to Identify the Gifted Minority Child'' (J. Mercer, J. Lewis) describes the extension of SOMPA to the identification of children whose potential has been masked by cultural differences between the home and school. The Identification of Gifted Chicano Children'' (E. Bernal, Jr.) discusses how Chicanos themselves view giftedness, along with three types of identification techniques. (Nondiscriminatory Testing Procedures to Assess Giftedness in Black, Chicano, Navajo, and Anglos'' (M. Meeker) discussed the identification and separation of gifted abilities apart from a gifted score, and the identification of gifted level cognitive abilities in disadvantaged minority children. Finding the Ablest Mathematical Reasoners in a Specifically Designated Group'' (J. Stanley) presents a model that can be applied to almost any special group. Ways of Discovering Gifted Black Children'' (E. Torrance) discusses tests that lack minority group bias and those that tap cultural strengths. The Baldwin Identification Matrix'' (A. Baldwin) presents a format to more equitably assign students to gifted programs. In Curriculum and Methods What is the Difference'' (A. Baldwin), the definition and components of a quality program for gifted children with unique needs are discussed. Within the Community and Its Schools'' (G. Gear) explores factors that affect the success of programs for gifted children with unique needs,

Summary, Analysis, and Future Directions'' (R. Fuchigami) concludes the booklet. (DLS)

ED 161 198 EC 112 333

Code of Ethics and Competencies for Teachers of Learning Disabled Children and Youth.

Kansas Univ., Kansas City. Medical Center.
Pub Date-78
Note-30p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Codes of Ethics, *Learning Disabilities, Performance Criteria, *Performance Specifications, Skill Analysis, Standards, *Teaching Skills

Presented are a code of ethics and competency statement developed to provide a structure for upgrading of professional services afforded learning disabled individuals. It is recommended that the code of ethics be used as a basis for conceptualizing appropriate educational practices for the learning disabled. It is explained that the code pertains to standards in the delivery of service, welfare of the individual served, research and publications, and tests and materials. The competency statements are broken down into general knowledge, assessment, and instruction for the following 11 areas: oral language, reading, written expression, spelling, mathematics, cognition, behavior management, counseling and consulting, career and vocational education, education operations, and historical-theoretical perspectives. Included in the competency standards are all aspects of the assessment, instructional management, and consulting skills now deemed necessary for successful practice in any role function in the field. (DB)

ED 161 246 FL 009 610

Swanson, Maria Medina
Bilingual Education: The National Perspective. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5.
American Council on the Teaching of Foreign Languages, New York, N.Y.
Pub Date-74
Note-53p.
Available from-Not Available Separately; See FL 009 607
Document Not Available from EDRS.

Descriptors-American Indians, *Bilingual Education, Bilingualism, Community Involvement, Cultural Background, Cultural Context, *Cultural Pluralism, Educational Legislation, *Educational Policy, Elementary Secondary Education, English (Second Language), Ethnic Groups, Federal Legislation, French, Higher Education, Language Instruction, *Language of Instruction, Language Programs, Navajo, Political Influences, Program Descriptions, *Program Development, Program Evaluation, School Community Relationship, Second Languages, Sociocultural Patterns, Spanish, Spanish Speaking, Student Characteristics, Teacher Education

This overview of bilingual education concerns definitions, rationale, program and student characteristics, background in the United States, data on bilingual programs, the sociocultural context, the politics of bilingual education, the development of specific bilingual programs, and studies and implications for the foreign language profession. Bilingual education involves the use of two languages, not simply learning English as a second language. It is beneficial to non-English speaking learners and to English-speaking students who wish to learn another language and culture. It has been affirmed that the use of English as the sole medium of instruction has left many children illiterate in their native languages and has contributed to low achievement levels in English itself. Information is presented on the number, geographic location, and linguistic distribution of bilingual education programs. Bilingual education is considered in a sociocultural context from the point of view of the non-ethnic majority, the school, and the ethnic minority. Changes in laws and school programs and funding considerations are discussed. The implementation of several bilingual education programs is considered, including program design and instruction, selection and development of materials, teacher training, community involvement, and evaluation. (SW

ED 160 797 CE 017 728

Incremental Improvement of Career Education in Utah. Final Report.
Utah State Board of Education, Salt Lake City.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date- 76
Grant-G007502320
Note-142p.; Some of the forms presented in this document may not reproduce well because of small print; For related documents see ED 114 586 and ED 120 411
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Career Awareness, Career Development, *Career Education, Career Exploration, Demonstration Programs, Elementary Secondary Education, Evaluation Criteria, Grade 4, Grade 7, Grade 10, Information Dissemination, Integrated Curriculum, Objectives, Occupational Clusters, *Program Development, *Program Evaluation, *Program Improvement, *School Districts, Staff Improvement, State Programs
Identifiers-Public Law 93 380, Utah

This is a project report on Utah's plans to effect "incremental improvements" in career education implementation in seven school districts. Project objectives are formulated as follow: effect incremental improvements in attendance area cones, strengthen career education leadership capabilities, develop staff competence to diffuse the program, act as career education delivery model, and integrate and articulate the K-12 program into each district. The evaluation of objectives is described as one involving testing of fourth, seventh, and tenth graders. The remainder and major portion of the report contains four attachments. The first presents career education implementation categories for district, elementary, junior high, and senior high levels. Each level description also contains a chart of factors and their relationship to the implementation categories. Attachment 2 presents activities the seven districts performed during the project period. Attachment 3 evaluated the project and describes the procedures and results by district. Tables represent students' familiarity and interest in career clusters, pretest/posttest career maturity inventory results, and career development cluster assessment. The last set of tables contains results of career education implementation inventories completed by educational personnel. Summary, recommendations, and sample implementation inventory form complete the attachment. The final attachment charts the participating students and educational personnel according to race/ethnicity, exceptionality, and sex. (CSS)

Maryland Fire-Rescue Education and Training System. Organizational Design.

Maryland Fire-Rescue Education and Training Commission.
Spons Agency-National Fire Prevention and Control Administration (DOC), Washington, D.C.
Pub Date-Apr 78
Grant-NFPCA-77069
Note-156p.; For a related document see CE 018 112
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors-Adult Education, Advisory Committees, Community Colleges, County Officials, *Educational Programs, Emergency Squad Personnel, *Fire Protection, *Fire Science Education, Interagency Coordination, Master Plans, Medical Services, Program Descriptions, *Rescue, Safety, State Boards of Education, State Standards, State Universities, *Statewide Planning
Identifiers-Maryland

This is a description of the Maryland system which was created to evaluate local fire-rescue education and training needs and capabilities and to assist local authorities with fire-rescue education and training. In the first of four parts, an historical presentation is used to identify and describe in general terms the state fire, rescue, and ambulance education and training network. Part 2 covers the physical design of Maryland's fire, rescue, and ambulance education and training system. Part 3 is a detailed description of the Maryland system's components. The specific legal functions and major responsibilities of state boards, agencies, and institutions involved in the training system are presented. Several county programs and a county master plan are also detailed. Part 4 identifies the state planning entities responsible for coordinating the development and production of statewide fire-rescue education and training plans. The appendixes contain (1) a plan developed by the Maryland Fire and Rescue Institute to establish and operate regional centers, (2) Maryland Fire-Rescue Education and Training Commission Committee structure and activities, (3) pre-basic training program, and (4) the Maryland fire and rescue advisory group charter. (The 1978 Annual Report of the System is available separately see note.) (CSS)

ED 160 904 CG 012 787

Calhoun, Lawrence G. And Others

Victim Emotional Response: Effects on Social Reaction to Victims of Rape.

Pub Date- 77

Note-12p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Emotional Experience, *Emotional Response, *Females, *Rape, *Reactive Behavior, Research Projects, *Social Influences, Social Problems

Identifiers-*Victims

The effects of the victim's emotional style on social reactions to the rape victim are examined. Of specific interest were perceptions of victim credibility, degree to which she would later be socially accepted and the degree to which the observers believed the victim found the rape unpleasant. Subjects (N 55) viewed two videotapes depicting a prewritten interview between a psychologist and a rape victim. In one tape, the victim was emotionally upset and in the other, the victim was emotionally subdued. After viewing the tape, participants were asked questions within five areas about the rape incident and the victim. Their responses are discussed. (Author/LFB)

ED 160 928 CG 012 873

Welch, Harvey, Jr. Wickersham, Beverly Horner

Leisure Exploration Service, Southern Illinois University, Carbondale, Illinois.

Pub Date- 75

Note-7p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-College Programs, Environmental Influences, Higher Education, *Human Living, *Leisure Time, *Life Style, Models, *Quality of Life, *Recreational Activities, *Student Personnel Services

Future population structures will place heavy emphasis on development of leisure time planning. Leisure time activities and recreation are viewed as an integration of work and leisure for the satisfaction of the individual's lifestyle preferences. An interdisciplinary approach to this issue is presented, with emphasis on heightening personal leisure awareness and facilitating decision-making skills to achieve a sense of leisure satisfaction. The model of services deals directly with the individual in assessing personal leisure needs, and suggests appropriate outlets. (Author/KA)

Wollman, Neil

Applications of Social Psychology in Police-Community Relations.

Pub Date-Nov 77
Note-23p.; Paper presented at the Annual Meeting of the Society of Police and Criminal Psychology (Nashville, Tennessee, November, 1977); Best Copy Available
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Changing Attitudes, *Citizen Participation, *Community Attitudes, Helping Relationship, *Interpersonal Relationship, Methods, *Police Community Relationship, Social Psychology, *Social Relations, State of the Art Reviews

Many techniques can be utilized to improve citizen attitude toward police. Research in social psychology provides considerable information concerning attitude change processes. This paper explores interpersonal attraction (attitudes toward individuals) and helping behavior (assisting others) within the broader context of attitude change. Laboratory and field studies have revealed a number of factors which influence interpersonal attraction, including similarity of traits and attitudes, frequency of contact, reciprocal liking, and physical attractiveness. The practical application of these factors is discussed. The second area of exploration, helping behavior, is, additionally, related to attitude change. Several factors mediate helping behavior, including moral norms, particular moods, rewards, and models. Applications of these factors are discussed. Four major theoretical frameworks regarding attitude change are also examined, as well as the practical application of these frameworks. It is suggested that many of the principles of social psychology be employed, but that thorough planning take place to determine how the principles can best be applied in a particular situation. Research should be fully explored before implementation of programs. (KA)

ED 161 045 CS 204 425

Marting, Diane

Love's Pain: Anna Akhmatova and Sexual Politics.

Pub Date-Dec 77

Note-14p.; Study prepared at Livingston College, Rutgers University

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Females, Foreign Countries, *Literary Analysis, Literary Criticism, *Males, Marriage, *Poetry, Poets, *Russian Literature, *Sex Differences

Identifiers-*Akhmatova (Anna)

Poems written by Anna Akhmatova, the major woman writer in Russia in the first half of the twentieth century, are presented and discussed in this paper. In a brief overview of Akhmatova's work, it is noted that she was vitally concerned with the expression of her experience as a woman poet and a lover, and that she portrayed both male lovers and husbands in negative ways. Poems are then explicated to show Akhmatova's treatment of her major themes. Among the poems dealt with are The Guest,'' a version of the story of don Juan, which shows the powerlessness of don Juan's women; a poem in which marriage is seen as confining; Lot's Wife,'' in which Lot is seen as an obsessed being and as ignorant of the inner world of the woman narrator; a poem in which Akhmatova appears to grapple with the eventuality of her own eclipse and the rise of other women poets; Epigram,'' in which women artists are perceived as threats or annoyances; and To Poetry,'' which encapsulates Akhmatova's treatment of her most common poetic themes-poetry, women poets, love, and male lovers-and her differing attitudes and expectations regarding men and women. A bibliography of Akhmatova's works in translation is included. (GW)

ED 161 069 CS 204 459

Detweiler, John S. Anderson, James W.

Comparing Public Relations' Lifestyles in a Campaigns Course.

Pub Date-Aug 78

Note-26p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978); Not available in hard copy due to marginal reproducibility of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Class Organization, Communication Skills, *Grouping (Instructional Purposes), Group Instruction, Group Structure, Higher Education, Interaction, Organizational Communication, *Public Relations, *Small Group Instruction, Teaching Techniques

Two public relations campaigns courses designed to provide senior students with practical public relations skills were organized in different ways. One class, employing small four- or five-member teams, implemented short-term projects that consisted of planning and implementing a campaign during the nine-week term. In the other class, students were organized into a 22-member public relations counseling firm and undertook the planning of a comprehensive communications program for an energy research and education park. While this class did not implement its campaign, the course ended with a full-dress presentation to the client group and other university officials. Responses to evaluative questionnaires by students in both classes indicated that there were no significant differences between the courses in instructor performance, student satisfaction, common assignments, and general public relations career preparation. However, students in the small-group, campaign-implementation class expressed superior assessments of their preparation in the use of media. Although time pressure was assessed as a negative factor, the comparison of the two courses implies that students benefit more from the small group approach. (Author/MAI)

ED 161 111 CS 502 278

Wanzenried, John

What to Say'' and What Not to Say'' to the Sudden Infant Death Syndrome Parent.

Pub Date- 78

Note-7p.; Study prepared at the University of Nebraska

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Communication (Thought Transfer), *Death, Friendship, *Grief, *Infant Mortality, Interpersonal Relationship, *Nonverbal Communication, *Response Mode

Identifiers-*Sudden Infant Death Syndrome

The responses of friends and acquaintances of parents whose child has died as the result of Sudden Infant Death Syndrome can be helpful and supportive or they can be guilt-producing, painful, and destructive. Some destructive responses experienced by parents in those circumstances include questioning such as, Did you...?'' which implies that somehow the parents were neglectful and responsible for the death; silence, which may be eloquently accusing or isolating if it is the silence of avoidance; suggestions that the baby be forgotten, which encourage the parents to deny the existence of a baby; Well, you're young,'' which assumes that another baby can simply replace the dead one; and at least'' statements at least the baby didn't suffer,'' at least you have other children'' which deny the validity of the parents' feelings. The most helpful responses, whether verbal or nonverbal, are those responses that allow the parents to cry, express anger, talk about guilt, and vent hostility. (TJ)

ED 161 153 EA 010 976

Packard, John S. And Others

Management Implications of Team Teaching: Final Report.

Oregon Univ., Eugene. Center for Educational Policy and Management.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Aug 78
Note-573p.; For a related document, see ED 137 906
EDRS Price MF-$1.00 HC-$30.13 Plus Postage.
Descriptors-Communication (Thought Transfer), Decision Making, Educational Innovation, Educational Research, Elementary Education, Experimental Programs, Job Satisfaction, Management, *Multiunit Schools, Open Plan Schools, Organization, Questionnaires, School Organization, Tables (Data), Teacher Attitudes, Teacher Behavior, Teachers, *Team Teaching
Identifiers-Management Implications of Team Teaching Project

This final report summarizes the Management Implications of Team Teaching Study. Subjects for the study were 29 elementary schools in Kentucky, Virginia, New Jersey, Massachusetts, and New Hampshire. Interviews and questionnaires were used to collect data from 1974 to 1976. The prime study described by W. W. Charters in Part 1 was designed to replicate the findings of Pellegrin, Meyer, and Cohen. It investigated effects of multiunit organization on governance, work, and sentiments. It dealt with a multitude of variables concerning the micro-governance of education, teacher attributions of influence, the distribution of personal power, instructional organization of the schools, task-related communication among teachers, work settings, teacher sense of autonomy, teacher job satisfaction, innovation, and teacher sentiment. A companion study described by John S. Packard in Part 2 dealt with determinants of change in governance and work systems. It focused on planning strategy variables, school type, performance variations, strategies of implementation, instructional interdependence, and subject area. In Part 3, Ken Duckworth examined the development of teacher work groups, including team functions, student exchange, work-related communication, team management, unit characteristics, and systematic relationships among team functions. (Author/JM)

A Resource Manual for the Development and Evaluation of Special Programs for Exceptional Students. Volume II-E: Emotionally Handicapped. Revised Edition.

Florida State Dept. of Education, Tallahassee. Bureau of Education for Exceptional Students.

Pub Date-Jan 78
Note-127p.
Available from-Clearinghouse/Information Center, Florida Learning Resource System, Bureau of Education for Exceptional Students, Department of Education, Tallahassee, Florida 32304
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-Admission Criteria, Ancillary Services, Conceptual Schemes, Definitions, Elementary Secondary Education, *Emotionally Disturbed, Identification, Individualized Programs, Inservice Teacher Education, *Models, Parent Participation, Program Development, Program Evaluation, *Program Guides, Program Planning, Records (Forms, *State Programs, Student Placement, Teacher Qualifications, Transportation
Identifiers-*Florida

The volume is designed to provide Florida's school districts with recommendations and suggestions for the development, management, and evaluation of programs for the emotionally handicapped. Thirteen sections cover the following areas: definition, criteria for eligibility, procedures for screening, procedures for referral, procedures for evaluation, procedures for determining eligibility and placement, procedures for developing an educational plan, procedures for dismissal or reassignment, program organization and facilities, transportation, teacher requirements and competencies, instructional program, supportive services, inservice education, parent involvement, program evaluation, and selected readings. Appended are sample forms, checklists, and rating scales. (SBH)

ED 161 265 FL 009 666

Lett, John A., Jr.

Assessing Attitudinal Outcomes. The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9.

American Council on the Teaching of Foreign Languages, New York, N.Y.
Pub Date-77
Note-36p.
Available from-Not Available Separately; See FL 009 656
Document Not Available from EDRS.
Descriptors-*Attitude Tests, *Language Attitudes, *Language Instruction, Language Research, *Measurement Techniques, Research Methodology, *Second Language Learning, Semantic Differential, *Student Attitudes
Identifiers-Bogardus Social Distance Scale, Likert Scale

Some theoretical definitions of attitudes, including various assumptions that underlie most approaches to attitude mesurement, are presented, and directions and findings of attitude research approaches to attitude measurement are the Bogardus Social Distance Scale, the semantic differential, and the Likert scale, each characterized by a particular format and a certain set of assumptions. Some methodological considerations fundamental to attitude measurement are presented. Guidelines are suggested for the selection of appropriate procedures for given purposes, the identification of specific instruments for specific research situations, and the construction of original measures for situations in which no appropriate one is available. Given current interest in the possible relationships between attitudes and foreign language achievement, and in alleged nonlinguistic outcomes of foreign language study, it seems likely that more and more attitude studies will be conducted in foreign language education. It is desirable that this research include longitudinal, quasi-experimental studies to supplement and extend the valuable correlational studies that have already been done. Caution should be exercised in the interpretation of research data, particularly with respect to the inference of casual relationships among variables. (SW)

ED 161 284 FL 009 808

Johnson, Wallace, Ed.

An Advance Reader in Chinese Art History.

Kansas Univ., Lawrence. Center for East Asian Studies.

Spons Agency-Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.

Pub Date-78

Contract-300-75-0241

Note-116p.; For related document, see FL 009 807.

Available from-Library Sales Section (Exchange and Gifts Dept.), University of Kansas Libraries, Lawrence, Kansas 66045 ($2.00).

Language-Chinese

Document Not Available from EDRS.

Descriptors-*Art, *Chinese, Chinese Culture, Glossaries, Higher Education, *Instructional Materials, *Language Instruction, Literary Styles, Non Western Civilization, Prose, Reading Comprehension, Reading Instruction, *Reading Materials, Reading Skills, Second Language Learning, Sino Tibetan Languages, Vocabulary

Identifiers-*Art History, National Defense Education Act Title VI

This textbook, written in Chinese, is intended for advanced students of the language. It contains a graded selection of writings by some of the most important modern Chinese writers. The lessons, divided into four main groups, present several prose styles of differing complexity. Each lesson has five parts: a short biography of the author, a precis of the lesson, the lesson itself, a glossary of unknown words and phrases (in Chinese, except for certain proper nouns), and questions about the lesson. The level of prose is that normally used by scholars. (Author/AMH)

ED 161 199 EC 112 334

Ware, Lucile M. And Others
A Sex Education Program in a Therapeutic Pre-School.
Pub Date-Sep 77
Note-21p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Emotionally Disturbed, *Learning Disabilities, Preschool Education, *Program Descriptions, *Sex Education, *Teaching Methods

Described is a sex education program for preschool children with emotional and learning problems in a therapeutic center. It is explained that the Baby Week' method combines experimental and didactic learning sequences geared to the developmental needs of this age group. The setting, planning, and organization of the program are discussed, and descriptions of some of the children's experiences are presented. It is reported that with structured play materials, teachers help to provide a setting in which curiosity and exploration are fostered with safety and within limits. (BD)

ED 160 728 CE 013 602

Guidelines for Local Advisory Councils on Vocational-Technical Education. (Revised).

Maryland State Advisory Council on Vocational-Technical Education, Baltimore.

Pub Date-May 77

Note-15p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Advisory Committees, Educational Accountability, Educational Finance, Educational Legislation, Educational Responsibility, Federal Aid, *Federal Legislation, *Government School Relationship, *Guidelines, Local Government, Post Secondary Education, School Community Relationship, School Funds, State Legislation, *Vocational Education, Vocational Schools

Identifiers-*Local Advisory Councils, *Maryland, Public Law 94 482

To assist local boards of education, postsecondary educational institutions, and local advisory councils in Maryland in meeting the requirements for federal funding under Title II-Vocational Education of the Education Amendments of 1976 (P.L. 94-482), this handbook provides guidelines for the establishment and responsibilities of local advisory councils on vocational-technical education. Included are: (1) the 1978 cooperative agreement between the State Advisory Council on Vocational-Technical Education and the State Division of Vocational-Technical Education, regarding joint and special technical assistance to local advisory councils which was not explicitly delineated by the federal law; (2) a summary of the law's impact, outlining its requirements for establishment, operation, and responsibilities of the councils; (3) a description of the council's function and role, stressing its advisory capacity on funding, accountability reports, adequacy of programs, and local job needs and its liaison capacity for building support for vocational-technical programs on community, city, state, and national levels; (4) a chart which shows the general relationship between the public officials, agencies, and school personnel involved and the lines of communication for implementation of the law; (5) recommended by-laws to be adopted by the councils; (6) suggestions for council activities in the areas of student recruitment, selection, and placement, instructional programs, teacher assistance, student recognition, public relations, and reports; and (7) an excerpt from the Maryland law (Senate Bill 930) which provides for establishment of local advisory councils. (ELG)

ED 160 747 CE 016 704

Clark, Donald M.

Using Community-Wide Collaborative Councils for the Professional Development of Vocational Educators.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Pub Date-Apr 78

Note-13p.; Paper presented at the 1978 Technical Assistance Conference, Business-Industry-Labor Inputs into Vocational Education Personnel Development'' (Columbus, Ohio, April 3-5, 1978); Not available in hard copy due to reproducibility problems; For related documents see CE 016 702-703 and CE 016 706

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Advisory Committees, *Community Involvement, Community Support, *Cooperative Planning, Economic Factors, Employment Problems, Employment Projections, *Inservice Teacher Education, Labor Market, Needs Assessment, Program Improvement, Program Planning, *School Industry Relationship, *Vocational Education, Vocational Education Teachers

Identifiers-School to Work Transition, Work Education Councils

One of the major developments in the effort to link the workplace and education has been the formation of community-based councils, primarily industry-education councils and work-education councils. These councils have generally focused their efforts on easing the transition of youth from education to work. They have also been organized to assist educational institutions in career education, staff/curriculum development, career guidance, occupational information, school-based job placement, and student work experience. Vocational education can benefit significantly from the experience gained in education/work by the variety of community-wide advisory councils cited previously. Industry-education councils and other community-wide advisory mechanisms offer vocational educators the type of linkage to the workplace that can lead to effective programmatic change consistent with employer expectations. There are four areas which should be considered in discussing professional development of vocational educators within the context of the industry-education cooperation movement and community-wide collaborative councils: (1) an assessment of the major changes in the marketplace as a requirement for occupational planning; (2) an examination of economic policies and the problem of the unskilled and underemployed; (3) an analysis of two major community support systems to the education/work effort; and (4) suggested council-vocational education initiatives in professional development. (BM)

ED 160 763 CE 017 072

Brown, Esther

Work Evaluation for Economically and Educationally Disadvantaged Families of Barron County. Final Report.

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date-30 Jun 75

Note-215p.; Certain pages throughout this document will not reproduce well due to poor print quality in the original

EDRS Price MF-$0.83 HC-$11.37 Plus Postage.

Descriptors-Adult Education, Career Education, Career Exploration, Community Services, Delivery Systems, *Disadvantaged Groups, *Disadvantaged Youth, Economically Disadvantaged, Educationally Disadvantaged, *Evaluation, *Family Counseling, Interagency Coordination, *Job Skills, *Marriage Counseling, Occupational Clusters, Occupational Guidance, Program Development, Program Evaluation, Secondary Education, Work Sample Tests

This is the report of a project designed to bring a coordinated service program to rural disadvantaged by providing career cluster workshops for youth and marriage and family counseling for families. In the first of three chapters the summary, purpose, objectives, rational, and literature review are presented. Two project purposes are to assess the vocational interests and needs of the educationally, economically, and physically disadvantaged and accordingly to make recommendations to service agencies. The literature review is oriented toward discovering rural needs. Chapter 2 discusses project procedures such as the work evaluation referral system and the evaluation instruments (Singer simulated tasks and psychometric tests). Also included are reports on a school administrators' and counselors' program orientation meeting emphasizing the need for career cluster workshops for secondary youth, the career cluster workshops, and the marriage and family counseling program. The final chapter is devoted to program findings, evaluations, and recommendations. For example, the first part of the chapter focuses on high school counselors' evaluations of the program's benefits to their students. The final and major portion of the publication contains fifteen appendixes including career cluster workshop curriculum, survey and followup, a description of communications in healthy family relationships, and case studies. (CSS)

ED 160 781 CE 017 635

The New Hampshire High School Career Education Model. Final Report.
Keene State Coll., N.H.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-76
Grant-G007502125
Note-41p.; Not available in hard copy due to reproducibility problems; For related documents see CE 017 636, ED 137 558, ED 114 586, and ED 120 411
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Career Education, *Change Strategies, Communication (Thought Transfer), Community Involvement, Curriculum Development, Decision Making Skills, Fused Curriculum, Guidance Programs, *Needs Assessment, *Program Development, Program Effectiveness, Program Evaluation, *Program Improvement, School Community Relationship, Secondary Education, *Staff Role, Teacher Participation
Identifiers-New Hampshire, Public Law 93 380

The purpose of this project was to improve the quality and demonstrate the most effective methods and techniques of career education in four high schools in the state of New Hampshire. The focus was to effect change at two points: the first was the academic curriculum, where committees in each of the project schools reviewed their existing curriculum in relation to needs assessment results and created means of integrating career education decision-making skills into their existing programs; the second was a review of existing guidance programs and community linkages where, utilizing the same needs assessment results, plans were created for providing a more systematic guidance program at each school and for expanding existing community/school relationships. The process evaluation yielded the following three findings: (1) those schools where open communication among all staff levels was the greatest adapted to the system easier than schools with more rigid hierarchies; (2) the committees in all four schools went through an extensive period of establishing consensus of what career education means to them; and (3) the participating staff members at all four schools had difficulty seeing the various tasks as part of a total system. In summary, it was found that a systematic participatory change model did affect changes in each of the schools involved and that these changes would have lasting effect due to the investment created through participation in the process. (Individual school reports are appended, and a companion document, CE 017 636, presents the third-party evaluation.) (Author/BM)

ED 160 815 CE 017 935

Trade Masonry Syllabus.

New York State Education Dept., Albany. Bureau of Occupational Education Curriculum Development.

Pub Date-78

Note-120p.; Not available in hard copy due to print quality of original

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Behavioral Objectives, *Course Content, *Masonry, State Curriculum Guides, Teaching Procedures, *Trade and Industrial Education

Identifiers-New York

Designed for a two-year course of study, this syllabus encompasses six areas of the masonry trade: concrete, block, brick, stone, tile, and plaster. For each area, the separate units of instruction contain course content outline, student behavioral objectives, and suggested teaching methods and audiovisuals. The six sections and their units are as follows: (1) Concrete Work (Job Statistics, Concrete Components, Reinforcement, Preparation of Common Mixes, Placing Concrete, Finishing Procedures, Pre-cast Concrete, Blueprints, Specifications, Estimating); (2) Block Work (Job Statistics, History of Block, Block Types and Sizes, Properties of Block Walls, Mortar, Concrete Block Walls, Special Purpose Block, Blueprints, Specifications, Estimating); (3) Brick Work (Job Statistics, History of Brick, Brick Manufacture, Safety, Mortar, Laying Brick, Walls Design Characteristics, Laying Corners, Wall Openings, Piers and Pilasters, Expansion and Control Joints , Flashings, Arches, Brick Steps, Fireplaces and Chimneys, Brick Paving, Washing and Cleaning, Blueprints, Specifications, Estimating, Miscellaneous Operations, Terminology); (4) Stone Work (Job Statistics, History of Stone Work, Quarrying, Stone Classification, Properties of Stone, Common Uses and Patterns, Setting Stone, Washing and Cleaning, Blueprints, Specifications, Estimating); (5) Tile Work (Job Statistics, History of Tile, Glazed Tile, Architectural Terra Cotta, Facing Tile, Miscellaneous Types, Blueprints, Specifications, Estimatings); and (6) Plaster Work (Job Statistics, History of Plastering, Preparation of Plaster, Application, Blueprints, Specifications, Estimating). The appendix includes a list of texts, references, and audiovisuals, a list of suggested tools and equipment, and an audiovisuals source directory. (JH)

White, Thomas R.
Adult Vocational Education Follow Through. A System for Participant Feedback for Decision Makers. Final Report.
Indiana Univ., Bloomington. Dept. of Vocational Education.
Spons Agency-Indiana State Board of Vocational and Technical Education, Indianapolis.
Pub Date-Jun 78
Note-166p.; Several pages of sample survey forms at the end of this document will not reproduce well because of small print
Available from-Vocational Education Information Services, Indiana University Library, W501, Bloomington, Indiana 47405 ($2.50 per copy prepaid; single copies free to Indiana residents)
EDRS Price MF-$0.83 HC-$8.00 Plus Postage.
Descriptors-Adult Students, *Adult Vocational Education, Career Change, Career Exploration, *Cognitive Development, *Enrollment Influences, *Followup Studies, Improvement, Job Training, *Learning Motivation, Leisure Time, Post Secondary Education, Program Administration, Program Evaluation, Program Planning, Public School Adult Education, School Surveys, *Skill Development
Identifiers-Indiana

The objectives of this project were (1) to develop participant feedback materials that can be used by local adult vocational education (AVE) administrators for program planning, implementation, and evaluation and (2) to determine why participants enroll in AVE programs. A follow-up survey which contained key items from the follow-through system surveys was developed. This instrument was field tested on former AVE participants in four Indiana school systems to determine its feasibility for conducting a state-wide base line survey of adult vocational education. The pilot study indicated that most adults do not enroll in AVE programs to learn basic skills and knowledge for securing immediate employment. Research showed that participants enroll in AVE programs for a diversity of purposes: to upgrade previous training or to learn basic skills and knowledge in order to secure a job, to change jobs either in relation to immediate or future employment, to prepare for entry into advanced training programs, to explore careers, or to pursue a leisure interest. (The following AVE participants feedback system products are included: a sample registration form, an in-program survey, an exit survey, and a participant employer post program survey.) (Author/CSS)

Martin, Betty B. And Others

An Investigation of Consumer Education Course Content and Methodology and Related Needs of Consumer Education Teachers in Missouri. Final Report.

Missouri Univ., Columbia.
Spons Agency-Missouri State Dept. of Education, Jefferson City. Research Coordinating Unit.
Pub Date-30 Jun 78
Note-18p.
EDRS Price MF-$0.83 HC-$1.07 Plus Postage.
Descriptors-Basic Skills, *Concept Teaching, *Consumer Education, Course Content, Educational Needs, Elementary Secondary Education, *Fused Curriculum, *Inservice Teacher Education, *Needs Assessment, Teacher Participation, Teaching Methods
Identifiers-Missouri

To effectively provide services to assist consumer educators, data was sought regarding (1) the specific types of classes in which consumer education is taught, (2) the concepts and methodology included in consumer education courses, (3) the concepts and methodology for which teachers feel a particular need for additional information, and (4) the types and structures of inservice courses which would be most useful to consumer educators. This information could aid institutions of higher education and the State Department of Elementary and Secondary Education in providing the most effective assistance to consumer educators. Survey instruments were developed and sent to consumer educators in the state of Missouri. The results of the investigation indicate that teachers in several subject matter disciplines are instructing consumer education topics. There is strong evidence to suggest that classroom teachers are seeking assistance with subject matter information and teaching methods and materials. Three recommendations were offered: first, inservice workshops emphasizing subject matter information be initiated; second, a statewide consumer education association be developed; and third, consideration and use of community resources by the classroom teacher be encouraged. (Author/CSS)

ED 160 929 CG 012 874

Wilson, Lucy R.

Teaching Test-Taking Strategies.

Pub Date- 77
Note-9p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Blacks, College Students, *Culture Free Tests, *Educational Assessment, Higher Education, *Test Bias, Test Construction, *Testing Problems, *Test Wiseness, Workshops

A seminar was offered to improve the understanding of tests as they are used in academic and employment decisions, and to assist participants in improving their scores on standardized tests through increased understanding of test-taking strategies. The long- and short-range implications of training students in the techniques of test-taking are discussed. Such seminars may be of some advantage to students, but benefits are often temporary at best. A more appropriate and valuable approach may be to produce alternative assessment procedures and to develop more culturally relevant assessment systems. (Author/KA)

ED 160 979 CS 004 325

Tourangeau, Roger Sternberg, Robert J.
Understanding and Appreciating Metaphors. Technical Report No. 11.
Yale Univ., New Haven, Conn. Dept. of Psychology.
Spons Agency-Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
Pub Date-Jun 78
Contract-N0001478C0025
Note-61p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Cognitive Processes, Figurative Language, Higher Education, *Identification (Psychological), *Imagery, *Literary Analysis, *Literary Conventions, *Metaphors, Prose, *Psycholinguistics, Verbal Ability, Verbal Learning

The three dominant views of metaphor emphasize comparison anomaly or dissimilarity, and a somewhat vaguer notion that combines aspects of the first two, called conceptual interaction. In all three views, a central consideration as to the aptness of the metaphor is the similarity of the objects linked by the metaphor (tenor and vehicle). The exact nature of the quantitative relationship between similarity and aptness depends in part on how similarity is conceived. Psychologists have represented those concepts as points in a semantic space, as bundles of features, or as ``nodes'' in a network of associations. Each of those representations lends itself to a particular measure of similarity or distance; for example, the domains-interaction view, a modified version of conceptual interaction, requires an elaborate notion of distance. What little evidence psychologists have gathered suggests that intermediate degrees of similarity make for the best metaphors, and that metaphors require more time to understand than literal sentences. (RL)

ED 161 002 CS 004 433

Hoover, Todd

Empirical Study of Reading and Comprehension as a Function of CRT Display.

Pub Date- 77

Note-16p.; Study prepared at Loyola University

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-College Students, *Computer Assisted Instruction, Higher Education, Performance Factors, *Reading Comprehension, *Reading Rate, *Reading Research

In order to analyze the reading and comprehension of college students using a computer video terminal (CRT), a computer program was designed to present text material, time the performance, and compute the rate of reading for each of 118 subjects. Specifically, the program sought to determine if reading and comprehension are affected by the CRT display format and whether rates of reading and comprehension vary with respect to the order of presentation of test passages. The reading rates of the students were tested using four sample passages selected from different periodicals. Immediately following the presentation of each passage, the students were presented with five recall questions one at a time. Findings suggest that reading and comprehension are not appreciably affected by the CRT display format. Further, the order of presentation of reading test passages appeared to produce no significant differences in student performance. (FL)

ED 161 024 CS 204 270

Schank, Roger C. And Others

Sam A Story Understander. Research Report No. 43.

Yale Univ., New Haven, Conn. Dept. of Computer Science.
Spons Agency-Advanced Research Projects Agency (DOD), Washington, D.C.; Office of Naval Research, Arlington, Va.
Pub Date-Aug 75
Contract-N00014-75-C-1111
Note-45p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Chinese, Cognitive Processes, *Computer Programs, *Conceptual Schemes, *Connected Discourse, *Data Processing, *Discourse Analysis, Language Patterns, Prose, *Research Projects

SAM (Script Applier Mechanism), a computer program designed to understand stories that rely heavily on scripts (typical sequences of events in particular contexts), is described in this report. Chapter one, which discusses SAM's background, shows how causal chaining was developed to connect events in stories, presents a typical script, and explains the general form for a script. The following chapter presents examples to show how SAM processes stories by creating a linked causal chain of conceptualizations that represent what took place and then generating the output back in English. Chapter three describes the following components of SAM: the English-to-conceptual dependency analyzer; the EXEC (executive program), which decides which script is required for each input; the script applier, which constructs a story representation from conceptual dependency input; the generator, which produces an English sentence as an output; and the Chinese generator, which can translate the output into Chinese. The chapter also explains how SAM creates paraphrases and summaries of processed stories and how it answers four types of questions that rely on information in a script. A brief concluding chapter notes that SAM's significance lies in its provision of a test for a theory of understanding based on scripts. (GW)

ED 161 091 CS 502 125

Arundale, Robert B.

Moves toward a ``Cognitive Grammar'': Some Implications of Linking Grammar with Cognitive Representation.

Pub Date-Apr 78

Note-36p.; Paper presented at the Annual Meeting of the International Communication Association (Chicago, Illinois, April 25-29, 1978)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Cognitive Development, *Cognitive Processes, *Communication (Thought Transfer), *Interaction Process Analysis, Intercommunication, Interdisciplinary Approach, *Language Research, *Language Usage, Learning Processes

Research on how communicating human beings produce and understand language has focused mostly on what language is, less on how language is processed, and little on who produces and understands language. However, the interaction between what, who, and how is very significant. The importance of who does languaging is related both to the cognitive capability of the person and to the social matrix in the communicative use of language. As the computational paradigm of communication differs from human cognition of meaning, it is restricted in its ability to explain how human beings do languaging. On the other hand, as the human behavior paradigm ignores the communication process, it is limited in its usefulness: it ignores the who of communication. Cognition and communication are jointly necessary for human languaging. The interrelationships of who, what, and how, of individual and social components, of cognitive constraints and communicative constraints, and of the computational paradigm and the human behavior paradigm indicate that research on human languaging must be an interdisciplinary venture. (TJ)

ED 161 247 FL 009 611

Kelly, Thomas E.

Interdisciplinary Studies. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5.

American Council on the Teaching of Foreign Languages, New York, N.Y.

Pub Date-74

Note-31p.

Available from-Not Available Separately; See FL 009 607

Document Not Available from EDRS.

Descriptors-*Area Studies, *College Language Programs, Community Colleges, Course Descriptions, *Curriculum Design, Curriculum Development, *Departments, Elementary Secondary Education, Higher Education, Humanities, Institutional Characteristics, Instructional Materials, *Interdisciplinary Approach, *Language Instruction, Language Programs, Modern Language Curriculum, Program Descriptions, School Organization, Second Language Learning, Teacher Education

Identifiers-*Interdisciplinary Studies, Warriner (Helen)

A selective review is presented of the most recent theoretical pronouncements and practical applications of the interdisciplinary approach that are of significance to foreign language teachers and learners. The central focus is on problems and solutions within the two broad areas of institutional structures and curricula. Fifteen conclusions and implications of Warriner's earlier study are reviewed in the light of new developments and increased interdisciplinary activity since 1970. The number and variety of course descriptions appearing in professional literature appear to indicate a much higher incidence of interdisciplinary activity in language units at almost all levels. The one notable exception remains the elementary school language programs. Significant interdisciplinary changes are taking place at all stages within the organizational patterns of higher, secondary, and elementary education. The university department is analyzed as an organizational unit affecting developments in interdisciplinary studies, and strategies that have been tried within and across departmental lines are discussed. A variety of interdisciplinary course and program offerings involving language faculty are cited. There are very few truly interdisciplinary textbooks on the foreign language market, and interdisciplinary training programs for teachers are at an early stage of development. It is important that teachers have formal training in the fields under study in a given course. (SW)

ED 160 905 CG 012 790

Walz, Garry R.

Searchlight: Relevant Resources in High Interest Areas. Mid-Career Change: An Overview of Counseling Practices and Programs.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Grant-400-78-0005
Note-97p.; Not available in hard copy; Parts may be marginally legible due to print quality
Available from-ERIC Clearinghouse on Counseling and Personnel Services, 2108 School of Education Building, The University of Michigan, Ann Arbor, Michigan, 48104.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Adult Counseling, Adult Development, Adults, Bibliographies, *Career Change, Life Style, Literature Reviews, *Middle Aged, Psychological Needs, *Vocational Counseling

Recently, attention has been focused on changes that can occur during adulthood. This paper presents theories of mid-life crisis, an overview of trends and developments, and a perspective on counseling which deals with the funding of counseling and the need for human resources planning. A computer search of 70 articles forms the basis of the investigation. Abstracts of the articles, most of which are dated 1975 or later, are included. (LFB)

ED 161 133 EA 010 950

Gaul, Kathleen, Comp.

Collective Bargaining in Education: A Bibliography of Recent Materials.

Indiana State Univ., Terre Haute. Library.

Pub Date-Jun 78

Note-18p.; Not available in paper copy due to marginal legibility of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Bibliographies, Boards of Education, *Collective Bargaining, Community, Contracts, Educational Administration, Elementary Secondary Education, Government Employees, Higher Education, Labor Legislation, Legislation, *Negotiation Agreements, Teachers, Teacher Strikes

This 17-page bibliography is a compilation of recently published books and journal articles on the subject of collective bargaining in elementary, secondary, and higher education. The bibliography is divided into sections on collective bargaining and such topics as higher education, employees, the community, the law, school administration, school boards, negotiations, contracts, teachers, strikes, and unions. Each item is identified by library call number. (Author/JM)

ED 161 200 EC 112 335

Rutherford, Robert B., Ed. Prieto, Alfonso G., Ed.

Severe Behavior Disorders of Children and Youth. Monograph in Behavioral Disorders.

Arizona State Univ., Tempe. Bureau of Educational Research and Services.

Pub Date-78

Note-129p.; Majority of papers presented at the Teacher Educators for Children with Behavior Disorders/Arizona State University Conference on Severe Behavior Disorders of Children and Youth (Tempe, Arizona, November 17-19, 1977)

Available from-Albert H. Fink, Department of Special Education, Indiana University, 2805 E. Tenth Street, Bloomington, Indiana 47401 ($3.95, $3.50 with purchase of 10 or more; make check payable to Council for Children with Behavioral Disorders Publications)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Behavior Problems, Conference Reports, Emotionally Disturbed, *Identification, Operant Conditioning, Parent Education, Performance Based Teacher Education, Self Control, Self Evaluation, Student Evaluation, *Teaching Methods

The monograph contains 15 papers (many given at a 1977 Arizona State University conference) on children with severe behavior problems. Among the topics addressed are implementation of P.L. 94-142, the Education for All Handicapped Children Act; identification of early infantile autism; the effectiveness of behavioral strategies in teaching parenting skills; the use of self recording to increase arithmetic performance; punishment; contingent imitation; precision planning techniques; competency based teacher education; and evaluation of behavioral disorders. (CL)

ED 160 833 CE 018 120

Norris, Lila And Others
Sex Differences in the Career Decision-Making Process. Final Report.
Educational Testing Service, Princeton, N.J.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Mar 78
Contract-NIE-G-77-0002
Note-188p.; All or portions of the illustrative computer print-out may not reproduce well because of poor print quality
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Descriptors-*Age Differences, *Career Choice, *College Students, Computer Programs, *Decision Making, Females, Guidance Programs, Job Satisfaction, Males, Occupational Choice, *Occupational Guidance, Personal Values, Post Secondary Education, *Sex Differences, Sex Stereotypes, Vocational Interests
Identifiers-*System of Interactive Guidance and Information

Observations of career decision-making (CDM) behaviors of college students were analyzed to investigate how variations in the CDM process may be associated with age, sex, and sex-typed'' values. This descriptive study was based on records of students' interactions with the computer-based System of Interactive Guidance and Information (SIGI). First, the effects of age and sex on a wide range of CDM variables were examined. Then, for groups classified as having values typical'' or atypical'' of each sex, statistical analyses were made of differences and similarities in such behaviors as preferences for major fields of interest and kinds of occupations chosen. Effects of initial status on CDM variables were sometimes found when age and sex effects were absent. Age differences were relatively infrequent and small. While sex differences tended to confirm the usual sex stereotypes, the two typical'' sub-groups accounted for many of these differences. Differences between the typical'' and atypical'' sub-groups within each sex often paralleled those between the sexes. Findings show that there is a precedent for people of either sex who want to escape sex-role stereotypes and seek career satisfactions in terms of their own values. A major conclusion is that similarities between age and sex groups in the CDM process outweigh differences and justify sex-blind'' guidance, such as facilitated by the SIGI program. (An illustration of a student's interaction with SIGI is included.) (Author/BM)

ED 160 849 CE 018 144

Straub, Vicki W. Moore, Earl J.

Comprehensive Career Guidance. Responsible Assertiveness Training. Staff Development K-6.

Georgia State Dept. of Education, Atlanta.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-77
Grant-G007500339
Note-104p.; For related documents see CE 018 130-143, CE 018 146-147, CE 018 150, CE 018 152, CE 018 154, CE 018 157-158, CE 018 161, CE 018 163, and CE 018 339
Available from-Vocational Education Materials Center, Room 124, Fain Hall, Division of Vocational Education, College of Education, University of Georgia, Athens, Georgia 30601 ($2.55)
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-*Assertiveness, Career Awareness, Career Development, Career Education, Career Planning, Educational Objectives, Elementary Education, *Elementary School Guidance, Fused Curriculum, Guidance Programs, *Inservice Teacher Education, Instructional Materials, Interpersonal Competence, Leaders Guides, Learning Activities, Occupational Guidance, Skills, *Student Behavior, *Teacher Behavior, Teacher Workshops, *Teaching Techniques
Identifiers-*Georgia Comprehensive Career Guidance Project, Guided Imagery, Relaxation Training

One of six staff development training manuals for career guidance infusion in the elementary school curriculum (K-6), this manual focuses on responsible assertiveness training. It is divided into the following six major sections: (1) a list of the major goals and activities covered in the manual; (2) an overview chart displaying the goals, concepts, time, process, and instructional mode of each activity; (3) specific directions for each activity, including objectives, preparation requirements, and materials/equipment requirements; (4) leader's summaries presenting the background information needed to lead the activities; (5) participant worksheets and handouts; and (6) participant summaries. (See CE 018 130 for the final report of this project.) The material covered by this manual includes basic assumptions and techniques of assertiveness training for both teachers and children and the uses of imagery and relaxation training as tools in assertiveness training. In addition to the other five staff development training manuals (CE 018 139-143), a career guidance methods guide for grades K-6 (CE 018 137) is available. (BM)

ED 160 956 CG 012 904

Nosin, Jerome Alan

Ratings of Job Performance of Georgia Correctional Officers.

Spons Agency-Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.

Pub Date-Mar 78

Note-15p.; Paper presented at the Annual Convention of the Southeastern Psychological Association (Atlanta, Georgia, March, 1975); Best Copy Available

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Administrative Personnel, *Corrective Institutions, *Job Skills, *Occupational Tests, Police, *Rating Scales, Research Projects, Self Evaluation, *Task Performance, Test Reliability

Expansion and modification of a 27-item Delphi derived form for assessing campus police performance resulted in a 43-item form to measure job performance of correctional officers in the Georgia Department of Corrections. The self-rating scale, with a reliability coefficient of .995 (n 120) was subjected to factor analysis and varimax rotation and was found to yield two primary factors accounting for 82% and 2.5% of the variance respectively. Factor one was labeled General Job Responsibilities and factor two was titled Communications Facilitation. Two supervisor ratings were also solicited. Correlations between self- and supervisor-ratings were negligible. Several hypotheses were advanced to account for the lack of convergence, including lack of controls within correctional institutions for filling out rating forms and the many institutional differences which exist throughout the state penal system. In general, however, the preliminary analyses of the rating form were encouraging. (Author/KA)

ED 161 046 CS 204 426

Crowley, Sharon
An Apology for Logos.''
Pub Date-78
Note-12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (29th, Denver, Colorado, March 30-April 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Cerebral Dominance, *Cognitive Processes, *Composition (Literary), *Educational Needs, English Instruction, Higher Education, Language Development, Neurological Organization
Identifiers-*Composition Process

Composition can play an important role in helping our society move away from being a mentally handicapped'' left-brained culture because composition is one of the few bispheral'' activities; left and right brain functions seem to alternate during the writing process, supplementing the insights of each other. Currently, however, most teaching of writing is postulated on the left-brained model that there is a world out there'' and another in here'' and that it is preferable to write using reason, facts, and objective quantity instead of using emotion, values, or opinions. This perspective has had a profound effect on writing as it makes invention irrelevant if truth can only be known objectively and if faith, theories, and beliefs are viewed with suspicion. The powers of words (logos) which allow us to classify and perform left-brained functions, however, are also the sources of their creative or right-brained potential. A new word opens new paths of thinking and makes us conscious of objects and concepts we could not perceive or conceive without it. As children become conscious of words and sentences through learning to write and manipulate them, they can move to higher levels of consciousness which in turn moves them away from being strictly left-brained and allows the creative, imaginative, and intuitive powers of the right hemisphere of the brain to develop. (TJ)

ED 161 112 EA 010 368

Hale, Norman
The Management Team. ERIC/CEM Research Analysis Series, Number 43.
Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Contract-400-78-0007
Note-40p.
Available from-ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, Oregon 97403 (free)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Communication (Thought Transfer), Decision Making, Elementary Secondary Education, Models, Principals, School Superintendents, *Team Administration
Identifiers-California (San Leandro), California (Whittier), Massachusetts (Attleboro)

The success of the management team is determined by how well planners can create self-renewing efficient management teams through which communication can easily flow. Much too depends on the leadership abilities of superintendents. Management teams are purported to increase administrator satisfaction because of increased opportunity for decision-making. The management team is an organized deliberative body that includes the superintendent, superintendent's assistants, principals, and curriculum advisors. The team may take many different forms, but minimal requirements are legally constituted power and representatives from all the district's important systems. The most controversial problem surrounding the management team is whether to include principals. Some see the team as a means of forestalling principal unionization while others believe that teams and principal unionization are not incompatible. The team must define as clearly as possible its relation to the superintendent. The two most pressing problems with the management team are that its joint problem-solving may be time-consuming and that its communication may become fragmented. Good examples of the management team are found in Attleboro (Massachusetts), San Leandro (California), and Whittier (California). (Author/JM)

ED 161 174 EC 111 456

Due Process in Special Education: A Step-by-Step Resource Manual for Hearing Officers.

National Association of State Directors of Special Education, Washington, D.C.

Pub Date-78

Note-56p.

Available from-National Association of State Directors of Special Education, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 ($5.00 prepaid)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Civil Rights, Court Litigation, *Due Process, Equal Education, Evaluation, *Handicapped Children, *Hearings, *Laws, Legislation, Parents, School Law, Special Education, *Student Rights

Identifiers-*Education for All Handicapped Children Act, *Hearing Officers

Intended as a resource both for Hearing Officers who must officiate at due process hearings mandated by the Education for All Handicapped Children Act to determine the educational status of handicapped children, and for those responsible for the training of such officers, the manual outlines relevant information concerning due process, including a recommended step-by-step procedure for preparing for and conducting a hearing and writing a decision. The litigation and legislation granting handicapped children the right to education is reviewed, and an overview is presented of due process, including such aspects as due process procedures for parents and children, protection in evaluation procedures, confidentiality of information, and the Least Restrictive Environment concept. The role of the Hearing Officer is reviewed, and includes the federal requirements relating to such things as the impartial hearing and hearing rights. A sample hearing decision, a master checklist of important concepts covered in the manual, and answers to the self-test questions at the end of each manual chapter are appended. (DLS)

ED 161 266 FL 009 741

Barton, David

Phonemic Discrimination and the Knowledge of Words in Children under 3 Years. Papers and Reports on Child Language Development, No. 11.

Stanford Univ., Calif. Committee on Linguistics.

Pub Date-May 76

Note-9p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Auditory Discrimination, *Child Language, *Cognitive Development, Distinctive Features, *Language Development, Language Learning Levels, Language Research, Language Skills, Linguistic Competence, Linguistic Performance, Perception Tests, Perceptual Development, *Phonemes, Phonology, Preschool Children, Psycholinguistics, Speech, *Verbal Development, Vocabulary Development, Word Recognition

Identifiers-Minimal Pairs (Phonology)

Several studies have begun to investigate the claim that children can make most phonological discriminations when they begin to speak. This paper investigates how well children aged 2;3 to 2;11 can discriminate between pairs of minimally different real words, and it shows that the results are affected by how well the children know the words. It is argued that in some earlier studies not knowing the words well enough may have given the impression of worse discrimination abilities. The present study makes several methodological improvements on the earlier studies. Pilot work had suggested that how well children know the words interfered with the results, so this variable was made a central part of the study. Also, on the assumption that children around two-and-a-half years of age can make many of the discriminations, those discriminations least likely to be known were investigated. (Author/NCR)

ED 161 285 FL 009 809

English Language Teaching Profile: France.
British Council, London (England). English-Teaching Information Centre.
Pub Date-Mar 78
Note-10p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Educational Policy, Elementary Secondary Education, *English (Second Language), English Literature, Foreign Countries, Higher Education, Instructional Materials, *Language Instruction, *Language Role, Language Usage, Literature Programs, Professional Associations, Second Language Learning, Second Languages, Teacher Education, Universities
Identifiers-*France

This profile in outline form of the English language teaching situation in France discusses the role of English within French society and within the educational system. It is noted that English is little used as a medium of communication, although it is the most widely studied language in the educational system. The use of English as medium of instruction on the primary, secondary and university levels and the role of literature, examinations, the syllabus and inspection system are discussed. The composition of the teaching cadre is also dealt with as well as the teacher training system, professional organizations, teaching materials, English outside the educational system and British and American support. A general statement on the status of English vis-a-vis French and a bibliography complete the profile. (AMH)

ED 160 798 CE 017 731

Teachers' Manual for Career Education: Instilling Readiness for Decision-Making.

La Guardia Community Coll., Long Island City, N.Y.
Spons Agency-New York State Education Dept., Albany.; Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-1 Dec 76
Grant-G007504000
Note-227p.; Some pages throughout this document may not reproduce well due to poor print quality; For related documents see ED 114 586 and ED 120 411
EDRS Price MF-$0.83 HC-$12.71 Plus Postage.
Descriptors-*Career Education, Cartoons, *Decision Making, Educational Objectives, Elementary Education, Evaluative Thinking, Grade 1, Grade 5, Instructional Materials, *Learning Activities, Lesson Plans, *Personal Interests, Problem Solving, *Readiness, Scripts, Story Reading, Teaching Procedures
Identifiers-Public Law 93 380

The manual contains over eighty career education lesson plans which are aimed at instilling readiness for decision making in first and fifth grade students. The lessons are intended to go beyond the provision of occupational information and to focus on teaching students how to gather, evaluate, and integrate information. Lesson plans are keyed to eight decision making questions. The expected outcome of the exercises is that the child will ask himself one or more questions; for example, he may ask, What do I like?''; What do I want?''; and/or When do I not have a choice?'' Lesson plans are coded according to grade level of the activity, the objective it meets, and the activity itself. Several first grade lesson titles are If I Had a Million,'' Things I Like,'' and Kerchiefs''; several fifth grade lesson titles are Sports,'' Music,'' and Money.'' Objectives and procedures are included for each lesson. Some lessons employ materials (such as cartoons, etc.), and some use playlets or stories. For example, the suggested procedure in If I Had a Million'' is to have the children act out a playlet designed to lead to an awareness of preferences and a discussion of those preferences. (CSS)

ED 160 930 CG 012 875

Straub, Cynthia A. Rodgers, Robert F.

The Student Personnel Worker as Teacher: Fostering Moral Devlopment in College Women.

Pub Date- 76

Note-27p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Cognitive Development, *College Students, *Curriculum Development, *Developmental Programs, Developmental Stages, *Females, Higher Education, *Moral Development, Research Projects, *Student Personnel Workers, Teachers

The concepts of deliberate psychological education are utilized, together with use of the student personnel worker as a developmental instructor, to implement the developmental aims of higher education. A project is described involving the design, implementation, and evaluation of an interdisciplinary English-psychology course in which student personnel workers were the curriculum designers and instructors. It was hypothesized that students would move toward higher stages on Kohlberg's cognitive theory of moral development, and that self-reported attitudes toward women and women's issues would progress toward less traditional stances. Results revealed that students were able to learn and master subject matter, confront identity issues, and grow in cognitive moral reasoning. (KA)

ED 161 003 CS 004 435

Procedures Manual of the Adult Right-To Read Project of the Vermont Adult Basic Education Program 1975-1978; Addison and Rural Chittenden Counties, Vermont.

New Haven School District, Vt.; Vermont State Dept. of Education, Montpelier.
Spons Agency-Office of Education (DHEW), Washington, D.C. Right to Read Program.
Pub Date-78
Note-204p.
Available from-Adult Basic Education, Vermont Dept. of Education, State Office Building, Montpelier, Vermont 05602 (Write for price)
EDRS Price MF-$0.83 HC-$11.37 Plus Postage.
Descriptors-Adult Basic Education, *Adult Education Programs, Home Study, *Home Visits, Instructional Materials, *Literacy Education, *Manuals, Publicize, Questionnaires, Records (Forms), Resource Materials, Staff Improvement, *Tutorial Programs, *Volunteer Training
Identifiers-Right to Read

The procedures described in this manual were developed in an adult Right-to-Read project that provided individualized home instruction in reading, writing, and related basic life skills to adults in rural settings. The eight sections of the manual deal with the following topics: intention of the manual and descriptions of the project and its staff; home tutoring (including recruitment of students, initial contact with students, diagnosis, student motivation, and common problems); locating, training, and supporting volunteers (including matching tutors with students, checking out student/tutor problems, and finding roles for volunteers); publicity; record keeping; staff development; and materials (including developing materials, assembling commercial and free materials, and some sources for acquiring materials). Numerous materials are included in the appendixes, including job descriptions for project staff members, descriptions of project procedures, discussions of project assumptions and intentions, tutor questionnaires, and criteria for determining how to help students. (GW)

ED 161 070 CS 204 460

Jaehnig, Walter B.

Journalists and Terrorism: Captives of the Libertarian Tradition.

Pub Date-Aug 78
Note-46p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Civil Liberties, Democracy, *Democratic Values, *Ethical Values, Ethics, *Freedom of Speech, *Journalism, Mass Media, *News Reporting, News Writing, Political Attitudes, *Press Opinion, Publications, Violence
Identifiers-*Terrorism

Because modern terrorism threatens democratic values such as personal liberty, free expression, and the limitation of institutional authority, it raises ethical problems for journalists who are drawn into a symbiotic relationship with those who threaten or use violence against a community. Recent terrorist incidents in the United States involving the Hanafi Muslims in Washington, D.C., Anthony Kiritsis in Indianapolis, and Corey Moore in Cleveland have caused a public reconsideration of the role and purpose of journalism in issues that threaten a free society. The responses from the news industry on this issue are libertarian in nature, upholding classical concepts such as free market of ideas, individualism, the self-righting nature of truth, and antigovernmental sentiment. Such a notion of objective journalism exempts the journalists from any moral or ethical response to the issue of terrorism. This lack of concern with values promotes a moral neutrality that evades the issue and determines the journalists' coverage of terrorism according to the economic and organizational imperative of the new media. (Author/MAI)

ED 161 134 EA 010 951

Boyer, Roscoe A.

Use of Assessment Centers in the Selection and Training of School Administrators.

Pub Date- Jun 78

Note-11p.; Paper presented at the Canadian School Trustees' Association Congress on Education (1st, Toronto, Ontario, June 17-21); Page 9 may be marginally legible

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Administrator Education, Administrator Evaluation, Administrator Qualifications, *Administrator Selection, Elementary Secondary Education, Evaluation Methods, *Management Development, Promotion (Occupational)

An assessment center can be used to identify school personnel with administrative potential and to discover what training programs are needed. Run by a group of cooperating school districts, the assessment center consists of three sessions and is held in a place convenient to all participants. Potential administrators are nominated by their superintendents to undergo the assessment process. Assessors are chosen from among regular full-time school personnel and trained by the center director. Assessment activities consist of group exercises, a written "in-basket" exercise, an exercise with a middle-school student, problem finding, an interview, and standardized tests including the Cooperative Reading Test and the Argyris model of the Scenario Test. Before coming to the center, participants prepare written descriptions of their present positions and of desired positions as well as a background information form. Three weeks later, a session is held to give each participant an evaluation report. The participant then decides whether to put the report on file for placement purposes. Two weeks later, a final session is held to design training programs to strengthen identified weaknesses. In spite of some deficiencies, the assessment center is successful in providing data for use in administrative selection and promotion. (Author/JM)

ED 161 154 EA 010 977

Special Report: Teachers and Labor Relations, 1976-1977. Government Employee Relations Report Covering Municipal, County, State, and Federal Developments.

Bureau of National Affairs, Inc., Washington, D.C.
Report No.-GERR-RF-152
Pub Date-77
Note-50p.; Some pages may not reproduce clearly due to small print
Available from-The Bureau of National Affairs, Inc., 1231 25th Street, N.W., Washington, D.C. 20037 ($5.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Collective Bargaining, Contracts, Court Cases, Elementary Secondary Education, Labor Legislation, *Labor Unions, Legal Problems, Negotiation Agreements, *Teachers, Teacher Strikes
Identifiers-American Federation of Teachers, National Education Association

In many ways, 1976-1977 was a traditional year in labor relations in education. For the most part, traditional bargaining issues prevailed wages and fringes, especially leave issues; tenure, seniority, and retirement; teacher workload and class assignments; union dues; and academic freedom and constitutional rights. The two major teacher unions National Education Association (NEA) and American Federation of Teachers (AFT) continued to battle for membership and prestige, although both suffered a drop in membership. While the 152 strikes in 1976-1977 were below the record high of 203 walkouts the year before, they were considerably above the number of strikes fifteen years ago and indicative of the recent militancy in teacher unions generally. But because of developments like declining enrollments and lack of taxpayer support, labor relations in 1976-77 were also unlike any in memory. For instance, AFT President Albert Shanker called for the suspension of collective bargaining of municipal employee agreements as long as New York's financial crisis persisted. This report focuses on teacher organizing activity, collective bargaining issues, contract settlements, strike activity, legal issues and developments affecting teachers, state board activity, and state legislature enactments. Examples of AFT and NEA organizing literature are included. (Author/JM)

ED 161 227 EC 112 365

Hart, Donna R.

Minor Physical Anomalies and Language and Behavior of Selected Two-Year Old Children. Final Report.

George Washington Univ., Washington, D.C. Dept. of Special Education.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Jul 78
Grant-G007700011
Note-262p.
EDRS Price MF-$0.83 HC-$14.05 Plus Postage.
Descriptors-*Anomalies, *Behavior Problems, Congenitally Handicapped, Early Childhood, Exceptional Child Research, *Identification, Infancy, *Language Handicaps, *Multiply Handicapped, Physically Handicapped, *Prediction, Screening Tests
Identifiers-*Risk Students

The document reports a study to determine if there is a higher incidence of behavior disorders or language differences in a group of 50 2-year-old Ss who have multiple minor physical anomalies as compared to a group with four or fewer anomalies, and to determine if there is a significant correlation between behavior disorders and language development delays or disorders. Chapter I contains sections which include information on the problem, purposes of the study, definition of terms, and limitations of the study. A literature review comprises Chapter II focusing on five major areas: need for early identification of at risk children, minor physical anomalies research, hyperactive behavior disorders, language development, and language disorders. A third chapter summarizes study methods and procedures, which include selection of the sample, instrumentation, and data analysis. Among findings reported in Chapter IV are that anomalies scores alone did not predict those 2-year-old children who evidenced behavior disorders or language differences and that a high anomaly score at 1 year combined with obstetrical complications significantly related to hyperactive behavior at 2 years. A final chapter discusses results and considers implications of the study. Appended materials include a list of anomalies and scoring weights, information on the Developmental Sentence Analysis, and sample recording forms. (SBH)

ED 160 906 CG 012 791

Boserup, Daniel G.

Case Management for Children's Protective Services.

Regional Inst. of Social Welfare Research, Athens, Ga.

Spons Agency-National Center on Child Abuse and Neglect (DHEW/OHD), Washington, D.C.

Pub Date-Feb 78

Grant-OHD-90-C-392

Note-83p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-*Caseworker Approach, *Child Abuse, Children, Curriculum Design, *Delivery Systems, *Evaluation Methods, Models, *Social Workers

The lack of a firmly established pattern for managing cases in social services seems to be widespread. This creates a need for a unified and standardized procedure at the individual case level of service delivery. This manual represents a basic variation of the general case management model. It is meant to be used as a rationale and motivation for designing and fitting the case management process requirements of the model into local delivery systems. (LFB)

ED 160 980 CS 004 328

Farren, Sean N.

A Study of Reading Errors Using Goodman's Miscue Analysis and Cloze Procedure.

Pub Date-Oct 77

Note-14p.; Paper presented at the Annual Meeting of the Reading Association of Ireland (2nd, Dublin, Ireland, October 6-8, 1977)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Cloze Procedure, *Comparative Testing, Elementary Secondary Education, *Miscue Analysis, Oral Reading, *Reading Difficulty, *Reading Research, *Reading Skills, Silent Reading

A study of 11 boys, aged 12 to 14 with low reading ability, was conducted to discover what kinds of errors they made and whether or not differences might exist between error patterns in silent and oral reading. Miscue analysis was used to test oral reading while cloze procedures were used to test silent reading. Errors were categorized according to their linguistic nature (graphic, semantic, or syntactic) and then were scaled in terms of their proximity to the expected response. Results of the two types of tests were similar. While such readers may appropriately exploit their ability to respond to grammatical cues, they appear to have poorly established strategies for responding to the graphic cues of words in a text. A general weakness in responding to semantic cues was also noted. (TJ)

ED 161 025 CS 204 299

Ferry, Clifford, Ed. Scofield, Sandra, Ed.
K-12 Course Goals in Language Arts. Second Edition.
Tri-County Goal Development Project, Portland, Oreg.
Pub Date-73
Note-342p.
Available from-Commercial-Educational Distributing Services, 8116 S.W. Nimbus, Beaverton, Oregon 97005 ($12.00 paper)
Document Not Available from EDRS.

Descriptors-Career Education, Communication (Thought Transfer), Educational Accountability, *Educational Objectives, Elementary Secondary Education, English Instruction, Language, *Language Arts, Literature Appreciation, Measurement Goals, Perception, Performance Based Education, Program Guides, Reading, *Skill Development, Speaking, *Values, Writing

One of a 12-volume set, this guide in language arts offers general program and specific course goals intended to clarify the purposes of education for students, teachers, parents, and the community. These goals provide explicit learning statements, define the nature and function of communication, and describe the values related to language arts. The volume contains a general introduction to the project, four color coded sets of indexes for locating course goals (knowledge and process classifications, language arts program goals, career education program goals, and language arts subject matter taxonomy), and 340 pages of course goals in valuing and language arts, language, literature, reading, writing, speaking, perception, and language arts and career education. Suggested uses for this guide include clarifying the purposes of education as a basis for teaching-learning evaluation and accountability, guiding the rewriting and development of courses and curriculum, and assisting long-range planning and systematic control of educational development. (MAI)

ED 161 092 CS 502 176

Pearce, W. Barnett Branham, Robert J.

The Ineffable: An Examination of the Limits of Expressibility and the Means of Communication.

Pub Date-Apr 78

Note-29p.; Paper presented at the Annual Meeting of the International Communication Association (Chicago, Illinois, April 25-29, 1978)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Adults, Communication (Thought Transfer), *Communication Problems, *Emotional Experience, Higher Education, *Human Relations, *Information Theory, *Intellectual Experience, *Interpersonal Relationship

Recurrent claims of ineffable experience and their importance for communication theory are analyzed in this paper. Four positions are identified: (1) the complete effability/complete communicability'' position is historically identified with Western culture but repudiated by modern thought; (2) the complete ineffability/complete communicability'' position has some adherents but is self-defeating; (3) the complete effability/limited communicability'' position provides the conceptual base for most of the work in twentieth-century communication theory; and (4) the complete ineffability/limited communicability'' position has consistent support but requires a new form of theory which differentiates coordination'' and consubstantiation'' as genres. The paper points out that explication of the features of situations which prompt recognition of ineffability and the characteristics of individual and cultural attempts to express the ineffable necessitate a reanalysis of the function of several social institutions, and that this analysis suggests new directions for the development of communication theory. (Author/RL)

ED 160 729 CE 013 705

Rebell, Michael A.

Legal and Legislative Implications of Competency-Based Education. Paper No. 5, Series of 6.

Syracuse Research Corp., Syracuse, N.Y.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No.-SURC-TR-75-583
Pub Date-30 Jun 75
Contract-400-75-0036
Note-12p.; For related documents see CE 013 706-707, ED 134 542, and ED 144 243
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Accountability, Educational Research, *Educational Responsibility, *Employment Practices, Employment Qualifications, *Equal Opportunities (Jobs), *Legal Problems, Legal Responsibility, Legislation, *Performance Based Education, Relevance (Education), *Research Needs, Standards
Identifiers-Civil Rights Act 1964 Title VII

Legal implications of competency-based education (CBE) could be substantial, because the CBE approach would articulate specific standards applicable in employer and institutional actions which are now upheld by the courts for lack of accountability standards. Six problem areas relating to CBE's effect on employment and educational institutions are discussed, along with a list of further research needs in each area: discriminatory employment practices, irrational employment practices, process standards, institutional accountability, job security issues, and implementation problems. Even if not fully implemented, CBE could have a profound effect on current educational practices, on the broad domains of employment selection and retention, and on government regulation of licensing and credentialing practices. (MF)

ED 160 816 CE 017 938

Conducting Leadership Training Workshops.
New York State Education Dept., Albany.
Pub Date- 77
Note-21p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Community Programs, Elementary Secondary Education, Evaluation, *Leadership Training, Program Guides, *Program Planning, Regional Programs, School Involvement, *Student Leadership, *Workshops
Identifiers-New York

The purpose of this publication is to provide informational and organizational aid to students, teachers and administrators interested in developing and strengthening student leadership through local and regional student leadership training workshops. Divided into two major parts, the first part discusses the improvement of leadership training through (1) individual advisement on an informal basis, (2) leadership classes on a formal basis, (3) student attendance at statewide and national workshops, and (4) student attendance at local or regional leadership workshops. Suggestions of conferences and workshops to attend are provided. Part 2 outlines in three sections The Secret of Success'' in holding workshops: pre-workshop program planning, workshop content, and post-workshop planning. The pre-workshop program planning section involves goal setting, participation, invitations, staff, physical arrangements, and costs. The workshop content section provides a number of topic examples, such as student government, leadership skills, student activities, etc. The post-workshop program planning section is defined in terms of evaluation and followup. The appendix describes the Task Force on Student Affairs and the New York State Secondary Schools Student Organization. Sample agenda, evaluation forms, and bibliography are included. (CSS)

ED 160 888 CE 018 386

Patterson, Douglas And Others

Alabama Vocational Management Information System. Final Report.

Alabama State Dept. of Education, Montgomery. Div. of Vocational Education.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date-21 Oct 77

Grant-G007500316

Note-53p.; Page 25, and some appendix materials, will not reproduce because of poor print quality

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Annual Reports, Budgeting, Comprehensive Programs, *Data Collection, Data Processing, Educational Finance, *Electronic Data Processing, Enrollment, Followup Studies, Industrial Training, Input Output, *Management Information Systems, Manpower Utilization, Post Secondary Education, Program Improvement, *School Accounting, School Personnel, School Statistics, Secondary Education, *State Programs, Student Records, Systems Development, Technical Institutes, *Vocational Education

Identifiers-Alabama

A project was developed to design and implement a management information system (MIS) to provide decision makers with accurate, usable, and timely data and information concerning input, output, and impact of vocational education. The objectives were to (1) design an MIS embracing student accounting, fiscal accounting, manpower analysis, and program evaluation; (2) develop automated data collection and processing for postsecondary enrollments, adult follow-up, industrial development training, secondary program evaluation, and supply-demand interface; and (3) field test automated data processing of the following components: enrollment reports, secondary/postsecondary enrollment updating, annual teacher reports, and a technical college follow-up report. The approach was to evaluate and consolidate existing data systems' components and to develop additional components. In-service training was conducted to insure that all subsystems were compatible and subject to being integrated. A plan for a comprehensive program was developed concurrently with various subsystems' development and field testing. A comprehensive vocational management information system was developed incorporating automated data bases for student, personnel, and fiscal accounting. Data elements are based on individual student, teacher, program, and school district. System information is used for program planning and evaluation, budgeting and financial distribution, and general program administration. (Author/CSS)

ED 160 957 CG 012 905

Zuker, R. Fred And Others
College Without Fear: Preparing Students for the Predictable Crises of Post-Secondary Experience.
Pub Date-22 Mar 78
Note-21p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (Washington, D.C., March 19-23, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*College Bound Students, *College Preparation, Counseling Programs, *Counselor Role, Helping Relationship, Higher Education, *High School Students, Postsecondary Education, Program Descriptions

This paper asks why college students fail, not only in the sense of academic criteria, but also in terms of the quality of the total college experience. It also considers what counselors can do to insure the best chance for success for their students in their new college environment. The author examines the developmental process of transition and then explores methods by which high school seniors and new college students may be prepared to deal effectively with the predictable crisis of post-secondary education. (Author)

Research, Development and Demonstration Center in Education of Handicapped Children. Final Report.

Minnesota Univ., Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Jul 77
Note-138p.; Print may be faint on some pages due to poor quality of print in the original
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-*Demonstration Programs, *Handicapped Children, *Program Descriptions, *Research and Development Centers
Identifiers-Final Reports

The final report summarizes activities over an 8-year period of a research, development and demonstration center for the education of handicapped children. An introductory section focuses on the history and administrative organization of the program. Brief summaries of 23 projects follow, with information on purpose, history, research activities and findings, and educational products. An annotated listing of products (including educational materials and guidelines, center publications, and major presentations) is provided, along with descriptions of related research activities, training, and personnel involved in the center. (CL)

ED 161 248 FL 009 612

Lester, Kenneth A. Tamarkin, Toby

Career Education. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5.

American Council on the Teaching of Foreign Languages, New York, N.Y.

Pub Date-74

Note-27p.

Available from-Not Available Separately; See FL 009 607

Document Not Available from EDRS.

Descriptors-Adult Education, *Career Education, *Career Opportunities, Community Schools, Elementary Secondary Education, Higher Education, Integrated Curriculum, Job Placement, *Language Instruction, *Language Programs, *Languages for Special Purposes, Program Descriptions, *Second Language Learning, Student Placement, Teaching Methods, Work Experience

The concept and practice of career education in foreign language study are discussed. The federal government defines career education as a program with five levels of development: awareness, orientation, exploration, preparation, and specialization. Fifteen career clusters have been identified by the U.S. Office of Education that cover the entire field of possible occupations. Societal changes in the United States and changes in the international situation are increasing the practical value of foreign language skills. Career education has affected adult and higher education as well as the K-12 school curricula. Career education and the community school concept, which integrates the whole school system from kindergarten to adult, are discussed. The foreign language department must examine the community and assess both the needs and work placement possibilities. As foreign language teachers become involved in career education, they will help in guidance and placement of students. Some representative examples of career-oriented foreign language programs are cited. (SW)

ED 161 286 FL 009 810

English Language Teaching Profile: The Gambia.
British Council, London (England). English-Teaching Information Centre.
Pub Date-Jun 78
Note-12p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Developing Nations, *Educational Policy, Elementary Secondary Education, *English (Second Language), Higher Education, Instructional Materials, *Language Instruction, *Language of Instruction, *Language Role, Language Usage, Literacy, Official Languages, Second Language Learning, Second Languages, Teacher Education
Identifiers-*Gambia

This profile, in outline form, of the English language teaching situation in the Gambia discusses the role of English within Gambian society and within the educational system. The status of English as the only official language is noted, and its use as medium of instruction at the primary, secondary and teacher-training levels is examined. The composition of the teaching cadre at all levels is discussed, as well as teaching materials, British support for English instruction and British materials in use. A general statement is provided on English literacy and the advisability and possibilities of introducing native language instruction. An appendix provides statistical background to the profile. (AMH)

ED 160 748 CE 016 706

Riendeau, Albert J.
50 Ways to Get More Out of Your Advisory Committee.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Pub Date-Apr 78
Note-18p.; Paper presented at the 1978 Technical Assistance Conference, Business-Industry-Labor Inputs into Vocational Education Personnel Development'' (Columbus, Ohio, April 3-5, 1978); For related documents see CE 016 702-704
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Advisory Committees, Business Responsibility, *Community Involvement, Community Responsibility, *Cooperative Planning, *Guidelines, Program Development, Program Improvement, Program Planning, *School Industry Relationship, School Responsibility, Teamwork, *Vocational Education

Preceding a list of fifty ways to use advisory committees more effectively is a discussion on the expanding roles of vocational education and their advisory councils and on their relationship as a team. The list is intended to assist vocational instructors and administrators and is not meant to be exhaustive. The following ten examples are representative of some of the ideas included in the list: (1) involve members in planning ways for making occupational education available, attractive, and meaningful to all students without regard to race, creed, sex, religion, or geographical location; (2) send a reminder letter along with an agenda of the coming meeting to each member about two weeks before a scheduled meeting and invite suggestions for inclusion on the agenda; (3) provide members with maps of the campus to assist them in locating parking, meeting rooms, etc.; (4) inform the members about the pertinent actions and activities of the State Board for Vocational Education; (5) invite the members to school functions such as graduation, open house, special exhibits, athletic events, and plays; (6) encourage school administrators to reward the committee's efforts when particular goals have been achieved; (7) work through members to arrange a conducted tour of industrial facilities for school field trips; (8) put a name plate on donated equipment showing the contributing member's name and firm; (9) avoid unnecessary detail work for the advisory committee members; and (10) have in attendance at all committee meetings a representative of the occupational education department. (BM)

ED 160 764 CE 017 159

Training Consumer Educators: A Curriculum and Program Handbook. A Report on the Experience of the Consumer Law Training Center.

New York Law School, N.Y. Consumer Law Training Center.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date- Jul 78
Note-356p.; Some pages in this document will not reproduce well because of poor print quality
EDRS Price MF-$0.83 HC-$19.41 Plus Postage.
Descriptors-*Community Education, *Consumer Education, Curriculum Guides, Learning Activities, *Program Administration, *Program Content, Program Development, Program Evaluation, Program Guides, *Teacher Education, Training Techniques

Information is presented on the administration of consumer education programs to train teachers and community group leaders who will be teaching consumer education in their own communities. Suggestions and examples are based on experience in creating and teaching such a program in consumer law in New York City. The first three chapters give instruction on choice of the type of educational program, the selection criteria and process for program trainees, and program planning and design including planning conferences, resource and material acquisition, speakers, room selection, length and time of day of the class, and teaching methods. The bulk of the document consists of twenty-three consumer education lessons, each presenting a body of information to be taught and outlining teacher and student activities, materials, and resources. Comments are included on effectiveness and problems encountered in teaching the lessons in the New York program. Lesson topics include these: Basic Consumer Skills, Utilities, Door-to-Door Sales, Supermarket Traps, Food Labels and Nutrition, Market Surveys, Budgets, Credit What It Costs and Where to Get It, Credit Unions, Bankruptcy, Debt Collection, The Consumer As Defendant, Small Claims Court, Choosing and Working with Your Doctor, Drugs Prescription and Over-the-Counter, How to Buy a Used Car, Repair Frauds, Funerals, and Food Cooperatives. Three concluding chapters provide suggestions on post-training program development, training program evaluation, and training program personnel and administration. (JH)

ED 160 782 CE 017 636

Severance, Melvin J., III Fellenz, Peter

New Hampshire High School Career Education Model. Final Evaluation Report.

Northeast Superintendent and School Board Consulting Services, Inc., Merrimack, N.H.

Spons Agency-Keene State Coll., N.H.; Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date-Jun 76

Grant-G007502125

Note-23p.; Pages 3 and 14 will not reproduce well due to poor print quality in original document; For related documents see CE 017 635, ED 137 558, ED 114 586, and ED 120 411

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Career Education, *Change Strategies, *Community Involvement, *Curriculum Development, Fused Curriculum, Guidance Programs, Needs Assessment, Program Administration, Program Development, Program Effectiveness, *Program Evaluation, Program Improvement, School Community Relationship, Secondary Education, *Staff Role, Teacher Participation

Identifiers-New Hampshire, Public Law 93 380

A third-party evaluation was conducted to assess the accomplishments of a project designed to improve the quality and demonstrate the most effective methods/techniques of career education in four New Hampshire high schools. Accomplishments were assessed in the following areas: development of a staging model; curriculum infusion; school-community interflow; and learner outcome objectives. Several accomplishments were noted regarding the development of a staging model and curriculum infusion. It was concluded that attempts to increase the school-community interflow through structural change in the schools' basic operations was not consistently treated as a priority product objective. Since the project did not generate data needed for statistical analysis, the assessment of learner outcome objectives was based on the evaluator's observations at each site. These observations led to the following general conclusions: community representatives were involved in needs assessment at some sites but seldom involved in working committees; teachers at all sites were involved in curriculum infusion activities; counseling departments at three sites developed systems to monitor developmental activities and address neglected areas but they did not appear to initiate training for teachers and administrators; and administrators and policy makers at some sites increased their responsiveness to the group and articulation to the community, but they were seldom involved in working groups and have not yet installed structural changes. (BM)

ED 160 850 CE 018 146

Dagley, John C. Hartley, Duane L.

Career Guidance in Georgia. A Program Development Guide.

Georgia State Dept. of Education, Atlanta.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-Feb 76
Grant-OEG-0-71-4663
Note-48p.; For related documents see CE 018 130-144, CE 018 147, CE 018 150, CE 018 152, CE 018 154, CE 018 157-158, CE 018 161, CE 018 163, and CE 018 339
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Career Awareness, *Career Development, Career Education, *Delivery Systems, Educational Methods, Educational Needs, Elementary Secondary Education, Fused Curriculum, Guidance Programs, Information Dissemination, Interpersonal Competence, Learning Activities, *Models, Needs Assessment, *Occupational Guidance, *Program Design, *Program Development, Program Guides
Identifiers-*Georgia Comprehensive Career Guidance Project

Intended to assist counselors and other school personnel in their efforts to meet more effectively the life career development needs of public school students, this handbook describes the concepts of a comprehensive, needs-based career guidance program as well as specific steps and strategies for program development and implementation. (The concepts described in this document are based on a model developed by the Georgia Comprehensive Career Guidance Project, CE 018 130.) The handbook is divided into three chapters. The first chapter describes an emerging new concept of career guidance, current career guidance efforts in Georgia, and a comprehensive model that can be modified for effective local use. (This model encompasses the following three domains: life career planning, interpersonal competence, and work and life skills.) Chapter 2 presents a format for planning a local career guidance program by using a comprehensive model to define the parameters of career guidance. Chapter 3 describes exemplary implementation strategies and delivery systems. Sample activities and resources are included to provide school personnel with various methods for organizing and delivering career guidance processes. (BM)

Sommer, Cy

Safety Standards Plan for Middlesex County Vocational & Technical High Schools.

Middlesex County Vocational and Technical High Schools, New Brunswick, N.J.
Spons Agency-Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.
Report No.-SA-461
Pub Date-Jul 78
Note-235p.
Available from-New Jersey Vocational-Technical Curriculum Laboratory, Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 ($5.50 plus postage)
EDRS Price MF-$0.83 HC-$12.71 Plus Postage.
Descriptors-*Accident Prevention, Adult Education, Board of Education Policy, Emergency Programs, Equipment Evaluation, Equipment Standards, Health Services, Laboratory Safety, Physical Environment, Prevention, Program Budgeting, Resource Materials, Safety, *Safety Education, Safety Equipment, *School Safety, Secondary Education, *Standards, State Legislation, Student Evaluation, Teaching Methods, Teaching Procedures, *Vocational Education, Vocational Schools
Identifiers-New Jersey (Middlesex County)

This vocational education safety standards plan outlines rules and regulations adopted by the Board of Education of Middlesex County Vocational and Technical High Schools. The first of eleven chapters presents demographics and a safety organization table for Middlesex County Vocational and Technical Schools. In chapter 2, six safety program objectives are stated; three objectives involve meeting safety standards with proper tools, machines, equipment, and personal protective devices. Chapter 3 states the Board of Education's policies for safe operation of vocational courses. Chapter 4 gives specific statements on safety practices and precautions. The fifth chapter presents plans for periodic inspections and maintenance of facilities and equipment. In chapter 6 plans for identification and elimination of potential hazards are outlined. Chapter 7 delineates emergency procedures to be followed in the event of an accident involving a student, teacher, or any other individual. Chapters 8 and 9 recommend methods for providing and assessing students' safety education. The safety budget is presented in chapter 10. The final chapter lists resource materials. Thirty-four samples, such as a shop safety survey, are interspersed throughout the text. Appendixes contain the New Jersey Administrative Code, Title 6, Chapter 43, and information on the Vocational Education Accident Reporting System. (CSS)

ED 160 907 CG 012 792

Johnson, Clara L.

Two Community Protective Service Systems: Nature and Effectiveness of Service Intervention.

Regional Inst. of Social Welfare Research, Athens, Ga.
Spons Agency-Social and Rehabilitation Service (DHEW), Washington, D.C.
Pub Date- 77
Grant-10-P56015
Note-245p.
EDRS Price MF-$0.83 HC-$12.71 Plus Postage.
Descriptors-*Child Abuse, Children, *Community Service Programs, *Delivery Systems, *Intervention, Models, *Neglected Children, Program Descriptions, Programs

The general purpose of this study was to evaluate two community protective service systems in terms of the mechanisms for the identification and the handling of child abuse and neglect cases and the effectiveness of the intervention. Data were collected at two sites. One was a comprehensive 24-hour program, and the other was a more traditional system. Findings relevant to the nature and effectiveness of the systems' service interventions are reported. The monograph is sufficiently detailed to serve as a model for other programs. (Author/LFB)

ED 160 931 CG 012 876

Weissman, Myrna M.

Depression: A Social or a Mental Health Problem? Implications for the Health of Women.

Pub Date-31 Mar 78
Note-22p.; Paper presented at the Annual Meeting of the American Orthopsychiatric Association (55th, San Francisco, California, March 27-31, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Depression (Psychology), *Drug Therapy, *Females, Personality Problems, *Psychiatric Services, Psychiatry, *Psychotherapy, *Self Help Programs, State of the Art Reviews

There is no doubt that women have more depression than men both treated and untreated and that depression affects women in their most productive years, impairing personal satisfaction and ability to fulfill social roles. A review of the various therapeutic approaches to depression shows that there is good evidence that the traditional treatments, both pharmacotherapy and psychotherapy, have value, as well as a combination of both approaches. Self-help groups can be used as a supplement to traditional therapies, and a deeper understanding of non-traditional therapies is warranted. (Author/KA)

ED 161 047 CS 204 427

Reece, Shelley C.

Ordinary Language Philosophy and Composition.

Pub Date-78

Note-8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (29th, Denver, Colorado, March 30-April 1, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Composition Skills (Literary), *English Instruction, Higher Education, *Linguistic Theory, *Logical Thinking, Philosophy, Secondary Education, *Teaching Techniques

One way to improve composition skills and to raise the level of interest in composition is by incorporating language philosophy into the composition process. That is, a teacher might use language games as a way of teaching writing. Such games include giving orders, describing an object, reporting an event, telling a joke, asking, thanking, cursing, or praying. A student might be asked to choose a language game and then describe it using analogies, asking questions, and using analytical techniques. This process will encourage students to develop their powers of reasoning and organization. (TJ)

ED 161 071 CS 204 463

Allen, Charles And Others

Reconciling the Differences: Partnerships in Teacher Preparation Programs.

Pub Date-78

Note-14p.; Report prepared at the University of Pittsburgh

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*College School Cooperation, Cooperating Teachers, Higher Education, *Interinstitutional Cooperation, *Measurement Instruments, *Rating Scales, Schools of Education, Student Teaching, *Teacher Education, Teacher Educator Education

Based on the belief that effective teacher preparation programs exist only when cooperation between participating institutions is a reality, an instrument was designed to facilitate communication and to enable participants in a cooperative teacher education program to become more aware of their own values and attitudes toward specific issues which could affect the program. The instrument requires that participants rate levels of agreement or disagreement with a series of statements designed to determine attitudes towards cooperative efforts. It determines three attitudes: a totally public school stance which places little or no value on university input, a totally university-oriented position which recognizes little of value in public school input, and an attitude which reflects an awareness and acceptance of the need for cooperation and joint decision making. Among the suggested uses for the instrument are administering it as an introductory activity in an inservice program for districts involved in a cooperative venture to develop a keener awareness of the issues and the beliefs of participants, using it as a means of gathering information which would enable universities to anticipate problems which could develop when instituting a cooperative field-based program, and using it as a means of developing an awareness of the problems in bridging the gap between theory and practice. (FL)

ED 161 113 EA 010 849

FRAC's Guide to the School Lunch and Breakfast Programs.

Food Research and Action Center, Washington, D.C.
Pub Date-Aug 78
Note-41p.; For related documents, see EA 010 850-851; Appendix Q may be marginally legible
Available from-Food Research and Action Center, Inc., 2011 Eye Street, N.W., Washington, D.C. 20006 ($1.00; $0.75 for orders of 50 or more)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Breakfast Programs, *Citizen Participation, Economically Disadvantaged, Elementary Secondary Education, Federal Aid, Federal Regulation, Food Service, Food Standards, *Guidelines, *Lunch Programs, Nutrition Instruction, Organizational Effectiveness, *Program Development, State Departments of Education, State Legislation
Identifiers-*Child Nutrition Act 1966

In 1972 the School Breakfast Program was revised and made available to all schools in the country. The program also provides meal subsidies, surplus commodities, and equipment money. This guide is designed to help community members become aware of the programs and their benefits and to organize local school lunch and breakfast campaigns. The guide describes the operation of the programs, the importance of a State Plan of Child Nutrition Operations in expanding the programs, and the nutritional requirements of the programs. Techniques are outlined for organizing a local school breakfast campaign. Some arguments and solutions are suggested for dealing with principals, superintendents, or school board members opposed to school food service programs. The appendices contain forms to assist school breakfast committees. Also included are the addresses of state education agencies and U.S. Department of Agriculture regional and national offices. (MLF)

ED 161 175 EC 111 479

McNutt, Gaye

Procedures for Identifying Specific Learning Disabilities.

Pub Date-May 78

Note-47p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Criteria, Definitions, *Evaluation Criteria, *Federal Legislation, *Federal State Relationship, *Identification, *Learning Disabilities, *State Agencies, State Surveys

Identifiers-*Education for All Handicapped Children Act

The paper discusses a study of the current criteria for identifying and defining specific learning disabilities (SLD) across the States, in light of Public Law 94-142's requirement that local education agencies implement federal SLD criteria in order to receive federal funds for SLD students. Aspects of the states identification procedures discussed include information related to the recentness or current status of the survey information, labels used, persons responsible for identification, the discrepancy clause (between achievement and potential), the psychological process disorder component, exclusion factors, and evaluation measures. Probable changes that may be needed to implement the federal funding procedures are identified, and possible problems which may be encountered when the federal criteria are implemented are suggested. Summaries of the States' regulations or guidelines for identifying SLD students are appended. (DLS)

ED 161 267 FL 009 742

Tollefson, James W.

A Functional Analysis of Defective and Non-Defective Requests in the Speech of Mothers to Children. Papers and Reports on Child Language Development, No. 11.

Stanford Univ., Calif. Committee on Linguistics.
Pub Date-May 76
Note-15p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Child Language, Cognitive Development, *Language Development, Language Patterns, Language Skills, *Language Usage, Linguistic Competence, Linguistic Performance, *Mothers, *Parent Child Relationship, Preschool Children, Psycholinguistics, Semantics, Speech Communication, Speech Habits, *Verbal Development
Identifiers-Requests (Language)

Investigators agree that mothers employ a variety of request forms and that children seem to be able to respond to these forms with a remarkable degree of accuracy. It is suggested that the speech of mothers to their children is filled with requests which are really not requests at all. It is shown that many of what appear to be adult requests to children do not conform to the description of an adult speech act request. A speech act description of requests is given, and it is demonstrated that that description permits a more careful analysis of a mother's request to children than has been possible previously. The defective requests are categorized according to the different relationships of speaker, hearer, and action which existed when the utterances occurred. A functional explanation for specific defects which occur in mother's requests is proposed. (Author/NCR)

ED 160 799 CE 017 735

Career Education Personnel Training Center. Pinellas County Public Schools. Final Report.

Florida State Dept. of Education, Tallahassee.; Pinellas County District School Board, Clearwater, Fla.

Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-30 Jun 76
Grant-G007503403
Note-287p.; Not available in hard copy due to reproducibility problems; For related documents see ED 114 586 and ED 120 411
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Administrator Role, *Career Education, Changing Attitudes, *Educational Programs, Elementary Secondary Education, *Inservice Teacher Education, *Internship Programs, Job Analysis, Job Placement, *Job Skills, Needs Assessment, Objectives, Performance Based Teacher Education, *Program Development, Program Evaluation, Retraining, Staff Improvement, Teacher Attitudes, Teacher Role, Training Objectives, Unemployed, Vocational Education, Work Experience, Workshops
Identifiers-Florida (Pinellas County), Public Law 93 380

This career education project achieved four goals; to (1) identify roles and functions for persons responsible for local school programs; (2) determine personnel performance competencies; (3) develop methods to bring personnel to operational confidence levels; and (4) establish a career education personnel training center. The center, which served as the primary means by which all the goals were accomplished, initiated a program involving twenty-four unemployed teachers as interns in an inservice career education training program. The program provided interns with orientation, preparation in the teacher's subject area/grade level, and supervised experiences in a career education pilot school. The intern's competency criteria evolved through several processes. Career education positions and their roles in instructional services, curriculum development, staff development, and program evaluation were analyzed. On the basis of a literature review and field survey, over 500 competencies were identified, out of which twenty-five intern competencies were finally selected. The competencies formed the basis for inservice/preservice modules. In another aspect of the program, interns tested elementary/secondary students to determine the effects of a career education program; they found the group receiving career education edged out the control group on most levels. Another intern study determined the degree of career education implementation (45-50%) in Pinellas County. (Appendixes contain module materials and evaluation instruments and forms.) (CSS)

Education for Business. Program Planning Guide & Courses of Study. Revised.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Occupational Education.

Note-238p.
EDRS Price MF-$0.83 HC-$12.71 Plus Postage.
Descriptors-Administrator Guides, Administrator Role, *Business Education, Course Descriptions, Curriculum Guides, Educational Objectives, Educational Philosophy, Employment Opportunities, *Guidance Functions, Job Skills, Learning Activities, *Office Occupations Education, Physical Facilities, Program Coordination, *Program Development, Program Evaluation, Secondary Education, *Skill Development, Teaching Procedures, Youth Clubs
Identifiers-North Carolina

This publication provides guidelines to aid administrators, counselors, and business teachers in developing business programs for North Carolina youth. Following a brief introduction, the second of ten sections relates a philosophy of business education to its implications for program development and guidance. Section 3 reviews North Carolina's history of business education. The fourth section discusses the challenges of providing programs in occupational awareness, occupational exploration, and occupational preparation. Section 5 suggests program planning guidelines for administrators and reviews the roles of the administrator, business teacher, youth organization, and the advisory committee. Instructional approaches and evaluation criteria are also outlined. In section 6, functions of guidance in the secondary schools are reviewed; roles and responsibilities of business teachers are discussed in section 7. In section 8, facilities and equipment for modernizing or planning are suggested. Section 9 provides information on the youth organization, Future Business Leaders of America. The final and major portion of the publication contains course guides for various business courses (e.g., accounting, business communications, business dynamics, and business law, etc.). Each guide contains the course description, level, prerequisites, objectives, content outline, sample teaching/learning activities, evaluation, instructional media, and instructional approaches. (CSS)

ED 160 958 CG 012 906

Seide, Marilyn
Violent Youth: Who Are They, Where Do They Belong?
Pub Date-31 Mar 78
Note-24p.; Paper presented at the Annual Meeting of the American Orthopsychiatric Association (55th, San Francisco, California, March 27-31, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Anti Social Behavior, Case Studies, Counseling, *Delinquents, Intervention, *Mental Health Programs, Program Descriptions, Psychiatric Services, *Rehabilitation Programs, Violence, *Youth Problems
Identifiers-*New York

This paper describes a New York State program developed to serve violent juvenile delinquents in need of mental health intervention. Since two separate state agencies had to be involved in the design and operation of this project (the Department of Mental Hygiene, which traditionally excludes anti-social'' youths from its psychiatric centers, and the Division for Youth, which is not supposed to provide psychiatric'' care), the paper questions this artificial dichotomy which fragments the ability to deliver effective services to a high-risk population. There should be an integrated service delivery system which would not screen out'' those not under one specific jurisdiction. Case histories are cited, and the validity of a theory of behavior which defines psychiatric malfunction outside of its social context is questioned. The unfortunate reliance on such factors as staff conditioning, bureaucratic (i.e., turf-defined) mandates, cost effectiveness and convenience is seen as undermining more important considerations. What should be a priority is the need to develop a systems-oriented base which encompasses developmental, cognitive, social and economic factors; parental concerns; and ego and intra-psychic factors as the basis for an effective intervention strategy. (Author)

ED 160 981 CS 004 339

Wicklund, David A. Katz, Leonard

Perception and Retention in Children's Reading. Final Report.

Connecticut Univ., Storrs. Dept. of Psychology.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date- 77
Grant-NE-G-00-3-0086
Note-13p.; Best copy available
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Cognitive Processes, Elementary Education, Letters (Alphabet), Memory, *Performance Factors, Reading Ability, *Reading Difficulty, Reading Processes, *Reading Research, Retention, *Visual Perception, *Word Study Skills

Differences in perceptual processes of good and poor readers relevant to single word perception have been studied in a series of experiments. The major differences between good and poor readers have been shown to occur at the level of the single word; other differences occur in knowledge of spelling patterns and ability to make use of letters' positional redundancy (their tendency to occur very often in a given position) in words. To demonstrate knowledge of positional redundancy, subjects search for a target letter in a string of letters; data from experiments using this visual scanning task suggest that redundancy related to letter position alone is a strong differentiator of reading ability. Regardless of how much of the reading process is visually based and how much is based on phonology, considerable visual processing must precede a phonological stage. Other experiments have addressed a variety of topics, including brain hemispheric specialization in children's reading; differences between good and poor readers in memory processing, use of spatial redundancy, and use of distinctive letter features alone; and positional redundancy effects using novel nonalphabetic symbols. Current research is concerned with determining the relative information value of positional information alone and in conjunction with letter context information. (GW)

ED 161 004 CS 004 438

Perine, Maxine H.

The Response of Sixth-Grade Readers to Selected Children's Literature with Special Reference to Moral Judgment.

Pub Date-Aug 78

Note-17p.; Paper presented at the Annual Meeting of the International Reading Association World Congress on Reading (7th, Hamburg, West Germany, August 1-3, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Childrens Literature, Elementary Education, *Ethical Instruction, *Ethics, Grade 6, *Literary Analysis, Literature Appreciation, Moral Criticism, Moral Values, Reading Research, *Reading Skills, *Response Mode

To examine the relationship between the literary responses and the moral responses of 11-year-old children to selected literary works, a study was conducted involving 28 mature sixth-grade readers. The subjects participated in eight lessons where widely recognized literary works containing moral dilemmas were read. Their responses were given in peer-group interaction. Each lesson plan included five parts: introduction to the work, meaning of terms important for comprehension, purpose for reading the selection, silent reading of the story, and response to the literature. The Purves schema was chosen for analyzing the total response to the literature, and the six Kohlberg stages of moral judgment were used for determining the nature of the moral responses. The findings indicated a relationship between literary responses and moral interpretations. They also showed that the literary responses were within the categories of the Purves schema and the moral responses were within the Kohlberg categories. (FL)

ED 161 026 CS 204 309

Nist, Joan Stidham

Cultural Constellations in Translated Children's Literature: Evidence from the Mildred L. Batchelder Award.

Pub Date-78
Note-29p.; Research prepared at Auburn University
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Awards, *Booklists, *Childrens Books, *Cultural Exchange, Foreign Countries, Languages, *Publishing Industry, *Translation
Identifiers-*Mildred L Batchelder Award

The Mildred L. Batchelder Award is presented annually to the United States publisher of an outstanding translated children's book. Translation is a difficult art that requires the translator to convey the spirit as well as the letter of the original work, represent another culture, and remain inconspicuous in the work. An analysis of the 42 books nominated for the Batchelder Award in its first decade (1968-1977) reveals that 30 books were originally written in Germanic languages and that only one was written in a nonwestern language. Settings for the majority of the award nominees and recipients were European. This bias, reflecting the actualities of cultural interchange, indicates that, in the importation of children's books written in other languages, the United States is a member of a Western European cultural constellation. Publishers in the United States are limited in publishing translated children's books due to production limitations in children's media and perceived financial risk in publishing foreign works. It is hoped that in the future there will be increased linguistic and cultural variety in children's books brought into the United States. (The paper includes tables showing the original languages and settings of all nominated books and an annotated listing of the nominees and award recipients.) (GW)

ED 161 093 CS 502 232

Howell, Gladys David

Intercultural Communication and the Concept of Marginality.

Pub Date-Jul 78
Note-25p.; Paper presented at the Speech Communication Association Summer Conference on Intercultural Communication (Tampa, Florida, July 17-21, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Acculturation, *Biculturalism, Bilingualism, *Communication (Thought Transfer), *Cultural Interrelationships, *Cultural Pluralism, Information Theory, Minority Groups, Self Concept, Social Structure, Sociocultural Patterns
Identifiers-*Intercultural Communication

The complex mosaic of cultural and racial heterogeneity in America throughout the twentieth century has given rise to various sociological perspectives to interpret the evolving interaction patterns and to give clues to the direction that policy decisions should take. The major theoretical frames of reference have been assimilation and cultural pluralism. The former has usually implied Anglo conformity, with the desired goal of integration of minorities into the mainstream. The latter has stressed the desirability of somewhat separatist social institutions and the retention of cultural identity by minority groups, usually with continued use of the native language (except for blacks) at least within the context of primary group interaction. Either of these processes can lead a minority group member to a socio-psychological state termed marginality. Within the assimilation model, even if Anglo conformity is accomplished, social distance still maintained by members of the dominant group may interfere with the deep, intense communication necessary to give a minority member access to primary groups and a sense of belonging. Within the cultural pluralism model, bilingualism may set up impediments to fluency in either language; further, the problem of meaningful communication with members of the dominant group may be exacerbated. (Author)

ED 161 135 EA 010 952

Dawang, Bertha And Others

How Do the Parents of the Protestant School Board of Greater Montreal Feel About Their Involvement in Educational Decisions.

Pub Date-Jun 78

Note-22p.; Paper presented at the Canadian School Trustees' Association Congress on Education (1st, Toronto, Ontario, June 17-21, 1978); Chart on page 15 may be marginally legible

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Decision Making, Foreign Countries, *Parent Participation, Parochial Schools, Policy Formation, Questionnaires, Surveys, Tables (Data)

Identifiers-*Protestant School Board of Greater Montreal, *Quebec (Montreal)

Although parent involvement in school decision-making is required by law in Montreal, there is not necessarily a high level of parent participation. This study attempted to discover how parents feel about their involvement in the elementary and high schools. Subjects completing questionnaires included 255 families of the Protestant School Board of Greater Montreal. Findings indicate that 85 percent of parents feel satisfied with the quality of their children's education and 84 percent feel welcome in their children's schools. On the whole, however, parents do not feel as involved in school decision-making as they want to be. They feel particularly deprived in areas that influence children directly such as school closure, recording information about pupils, and reporting pupil progress. Of all activities surveyed, fund raising activities are the ones in which they feel the most involved, yet they feel deprived of influence even in this area. The questionnaire used in the study is included. (Author/JM)

Dulac, Claude

Educational Finance (Primary-Secondary Levels) Bibliography.

Statistics Canada, Ottawa (Ontario). Education, Science, and Culture Div.

Pub Date-Jul 78

Note-120p.

Available from-Statistics Canada, R. H. Coats, 16-G, Ottawa, Ontario, Canada K1A 0T6

Language-English; French

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors-*Bibliographies, *Educational Finance, Elementary Secondary Education, Foreign Countries, Higher Education

This lengthy bibliography in English, French, and German lists documents and journal articles concerning educational finance. Most items were published in Canada and the United States, but listings are also included from France, Germany, Switzerland, and Ceylon. A few items include an ERIC accession number. The bibliography is not annotated and is a preliminary draft that may contain errors. (JM)

ED 161 228 EC 112 412

ToyBrary: A Toy Lending Library for Parents and Children.
Nebraska State Dept. of Education, Lincoln.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-78
Note-243p.; Prepared in collaboration with the Special Education Branch of the Nebraska State Dept. of Education and the Nebraska Regional Library System
EDRS Price MF-$0.83 HC-$12.71 Plus Postage.
Descriptors-*Early Childhood Education, *Handicapped Children, Resource Guides, *Toys

Identifiers-*Parent Resources

Intended for parents, the catalog lists toys which are helpful in the education of young handicapped children. Four sections focus on toys for developing muscle control, toys that encourage exploring, toys that challenge the mind, and toys that appeal to the senses. Each entry includes information on how to use the toy to develop specific skills, as well as a description of how to make a similar toy from household items. A final section provides information on resources (including information sources, journals, and a bibliography) for parents. (SBH)

ED 160 730 CE 013 706

Huff, Sheila M.
Competency-Based Education and the World of Work.
Syracuse Research Corp., Syracuse, N.Y.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No.-SURC-TR-75-584
Contract-400-75-0036
Note-18p.; For related documents see CE 013 705-707, ED 134 542, and ED 144 243
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Career Development, Changing Attitudes, Credentials, Educational Needs, *Educational Policy, Educational Research, Employment Potential, *Employment Qualifications, *Performance Based Education, *Relevance (Education), Research Needs, *Work Attitudes

Some issues in connection with competency-based education (CBE) and the world of work discussed by the author include the relevance of CBE programs to work, the changing attitudes of students and young workers toward work, 'credentialism' or the continual upgrading of educational requirements for employment, underemployment and CBE, and others. The author concludes that evaluation, policy analysis, and research in the areas of education and work are needed to make education more relevant to job needs. Appended research and analysis suggestions from a paper by James O'Toole of the University of Southern California concern the need for policy analysis and evaluation of educational research to provide ways to utilize CBE as a lever on problems of underemployment and credentialism. (MF)

ED 161 202 EC 112 337

Multidisciplinary Teams in Child Abuse and Neglect Programs. A Special Report from the National Center on Child Abuse and Neglect, August, 1978.

Herner and Co., Washington, D.C.

Spons Agency-National Center on Child Abuse and Neglect (DHEW/OHD), Washington, D.C.
Report No.-DHEW-OHDS-78-30152
Pub Date-Aug 78
Contract-HEW-105-76-1136
Note-72p.; Parts of appendix marginally legible due to small type
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Child Abuse, Guidelines, *Interdisciplinary Approach, *Neglected Children, Programs, State Standards, *Teamwork

The monograph examines the rationale and scope of multidisciplinary teams in child abuse and neglect cases; and reviews operation of hospital-based, interagency, and state-mandated multidisciplinary team programs. The bulk of the document is composed of two appendixes: a directory of child abuse and neglect programs which use a multidisciplinary approach, and guidelines from Virginia and Pennsylvania on the operation of multidisciplinary teams. (CL)

English Language Teaching Profile: Sweden.
British Council, London (England). English-Teaching Information Centre.
Pub Date-Sep 78
Note-12p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Adult Education Programs, College Language Programs, *Educational Policy, Elementary Secondary Education, *English (Second Language), English Literature, Foreign Countries, Higher Education, Instructional Materials, *Language Instruction, *Language Role, Language Teachers, Language Usage, Second Language Learning, Teacher Education, Universities
Identifiers-*Sweden

This profile in outline form of the English language teaching situation in Sweden discusses the role of English within Swedish society and within the Swedish educational system. The status of English as the principal foreign language since 1945 for use in business, the media and tourism is pointed out. The system of English instruction in the comprehensive school, the gymnasium and on the university level is discussed. The composition of the teaching cadre and opportunities for professional improvement are treated, as are teaching materials, English outside the educational system, and British and American support for the teaching of English. A general concluding statement examines the strengths and weaknesses of the system and gives some information on current research. A supplementary outline of the current status of literature in education, translation, libraries and post-graduate study in Sweden and abroad accompanies the profile. (AMH)

ED 160 817 CE 017 946

Pitt, Roger, Comp. Thomas, Edward, Comp.

A Review of Related Literature Concerning Components of Systems and Studies That Impact on Identification and Selection of EMRs and Slow Learners for Vocational Programs.

Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.; Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-May 77

Grant-G007604315

Note-94p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-Ability Identification, Academically Handicapped, Annotated Bibliographies, *Educable Mentally Handicapped, Educational Assessment, Elementary Secondary Education, Evaluation Methods, Exceptional Child Education, *Handicapped Children, *Literature Reviews, Mainstreaming, *Placement, Resource Guides, *Slow Learners, *Vocational Education, Work Sample Tests

This publication is primarily intended as a resource document for vocational educators and special education personnel charged with the responsibility of identifying and selecting those mentally handicapped students (EMRs) in their school district and who are "best suited" for mainstreaming into regular vocational programs. In part 1, a general review of components of eleven major work samples is presented in alphabetical order. In addition, a brief work sample manual is presented which offers forty-three individual work samples categorized under nine occupational areas. Part 2, section 1, contains fourteen annotated references. Each reference is related directly to vocational education methodologies used with mentally handicapped students and slow learners. Part 2, section 2, contains thirteen annotated references which are related in a more general nature to the education of mentally handicapped students and slow learners. In part 2, section 3, approximately 120 annotated references obtained through ERIC searches are presented. All references are related to mentally handicapped students and slow learners in vocational programs. Part 3 concerns the acquisition of information. This section is designed to help those persons with limited research skills. (CSS)

ED 160 932 CG 012 877

Olmstead, Joseph A.

Motivation, Management, and Performance.

Pub Date-20 Sep 63

Note-16p.; Paper presented at a meeting of the Navy Industrial Relations Institute (Washington, D.C., September 20, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Employer Employee Relationship, Environmental Influences, *Management, Morale, *Motivation, Motivation Techniques, *Needs, *Performance, *Personnel Management, Productivity, Professional Recognition, Rewards, State of the Art Reviews

There is an increasing interest today in the ways in which human motivation contributes to the productivity and performance of personnel. This early study of motivation management emphasizes that the organizational environment is a principal determinant of the quality of employee motivation. Concrete considerations in the management of motivation are examined, including general principles and specific activities available to managers. (KA)

ED 161 048 CS 204 429

Designs and Directions for English Programs, Grades 8-12.
Virginia State Dept. of Education, Richmond.
Pub Date-Feb 78
Note-70p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Basic Skills, Composition (Literary), *English Instruction, *English Programs, Journalism, *Language Arts, Listening Skills, Literature Appreciation, Program Planning, Reading Instruction, Secondary Education, Speech Communication, *Teaching Techniques, Theater Arts

To provide a framework for secondary English program planning, the first half of this book defines the rationale and nature of an English curriculum, outlines content in language, literature, composition, reading, and speaking and listening on five levels, and offers procedural suggestions for developing a local English program. The last half of the book provides practical guidelines for implementing an English program; chapters are devoted to teaching literature, reading skills, composition, speaking and listening, and the English-related areas of theatre arts, speech communication, and journalism. Two appendixes present sample units on time and personal identity that are organized with an explanatory overview, general objectives for the student, and lists of numerous outlined activities. (MAI)

White, Charles B. Larson, David
The Social-Psychological Aspects of Aging.
Spons Agency-New York State Office for the Aging, Albany.
Pub Date-Jun 76
Note-25p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Adult Development, *Age, Discriminatory Attitudes (Social), *Gerontology, *Older Adults, *Psychological Needs, Social Attitudes, *Social Factors, State of the Art Reviews

This monograph is written to convey the point that the aged are ill-served by people's negative attitudes and by youth-centered social systems. It is designed for individuals who are aged as well as those who work with aged relatives or friends. It will also be useful as preparation for training programs or discussion groups, as well as for those who desire a relatively brief summary of current thought in gerontology. (Author)

ED 161 156 EA 010 979

Lehr, Judy Teicher, Barry

Profiles of Successful Innovating Secondary Schools: Associated Network of IGE Middle, Junior, and Senior High Schools and Other Schools with Innovative Programs, 1978. Working Paper No. 231.

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-May 78
Contract-NIE-G-78-0117
Note-94p.
EDRS Price MF-$0.83 HC-$4.07 Plus Postage.
Descriptors-*Demonstration Programs, Educational Innovation, Elementary Education, Individualized Instruction, *Individualized Programs, Secondary Education, Team Teaching
Identifiers-Individually Guided Education

Brief profiles of 51 exemplary innovative schools are presented in this document. Many of the schools belong to the Associated Network of Individually Guided Education (IGE) Middle, Junior, and Senior High Schools. A 1978 conference of IGE schools identified successful practices for individualizing schooling related to one or more of the following nine components: (1) shared decision-making through a systemwide committee and instructional improvement committee, (2) instruction and advisory units headed by a team of teachers, (3) individual instructional planning for each student, (4) compatible curricular materials, (5) monitoring and improving programs through systematic evaluation, (6) cooperative school community efforts and communication, (7) community learning and work experiences for teachers, (8) intellectual, technical, and material support provided by the systemwide program committee, instructional improvement committee, the state education agency, and teacher education institutions, and (9) research and development conducted by school personnel and cooperating individuals and agencies. The schools included in this document include 27 middle or junior high schools and 24 senior high schools. A concluding chapter lists selected references on secondary education, and an appendix contains the agenda of the second annual IGE Secondary Conference and a list of resource persons. (Author/JM)

ED 161 176 EC 111 480

Gullotta, Thomas P.

Leaving Home: Family Relationships of the Runaway.

Pub Date-Mar 78

Note-13p.; Paper presented at the Symposium, Families and Adolescents: Towards a Practical Understanding''; The paper also appeared in an issue of Social Casework, Family Service Association of America, 44 E. 23rd Street, New York, New York 10010

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Adolescents, Conceptual Schemes, *Emotionally Disturbed, *Family Problems, Family Relationship, *Family Structure, Models, *Neglected Children, *Parent Child Relationship, *Runaways

Presented at the University of Arizona's Symposium on Families and Adolescents Towards a Practical Understanding'' in 1978, the paper puts forth a conceptual model of understanding which explains the breakdown of family structure as it pertains to children running away. A brief historical perspective of the phenomenon of running away is given, and the term is defined in such a way as to put some of the onus of responsibility on the parents of the child. Characteristics of runaways/throwaways and their families are reviewed. An exploratory model of the family relationships of such children is presented and includes the following conclusions: the family relationships of the runaway child are characterized by communication weaknesses that are temporary in nature and have a good clinical prognosis with proper intervention; while those of the throwaway child involve a breakdown of the fabric of the family and of family bonds, and are more serious. (DLS)

ED 161 229 EC 112 413

Final Report on Hearing and Speech Agency Infant-Parent Project (Program Performance Report for Handicapped Children's Early Education Project). July 1, 1976 Through June 30, 1977.

Hearing and Speech Agency of Metropolitan Baltimore, Inc., Md.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-30 Sep 77
Grant-OEG-0-74-2708
Note-76p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Communication Problems, *Early Childhood Education, *Handicapped Children, Home Instruction, Infancy, Intervention, *Language Development, *Parent Participation, *Program Descriptions
Identifiers-Final Reports

The document contains the final report of the HIP (Hearing and Speech Agency Infant Parent) Project, a program which provided 19 communicatively handicapped children (0-5 years old) with a home-center based language program. Sections focus on the direct and supplementary services for children (including a description of the project population and objectives), parent/family participation in relation to social work and psychological services, assessment of children's linguistic progress, inservice training for project staff, and project continuation. Appendixes contain information on direct services by teachers, areas of social work intervention, psychological services statistics, sample forms and hand-outs, and children's profiles. (SBH)

ED 161 249 FL 009 613

Dathorne, O. R.
Literary Studies in a Broader Context. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5.
American Council on the Teaching of Foreign Languages, New York, N.Y.
Pub Date-74
Note-29p.
Available from-Not Available Separately; See FL 009 607
Document Not Available from EDRS.
Descriptors-*African Literature, Content Analysis, *French Literature, Language Instruction, Literary Analysis, Literature Appreciation, Literature Guides, Literature Reviews, *Portuguese, *Spanish Literature, *Twentieth Century Literature
Identifiers-Africa, Caribbean

This chapter is a review of literary works that can enrich and expand the curriculum; pedagogical methods and techniques for the teaching of literature are not dealt with here. This review covers Portuguese, English, Spanish, and French literary works that span the mid-portion of the century, up to 1972. Background information and some explication are provided because of the generally limited familiarity of the foreign language profession with the content. The review deals with the writing of authors who are not associated with a European metropolis'' but who often share a geographical proximity to the United States and whose lives often exemplify a process of acculturation that has relevance for many students. This literature may have meaning for the emigrant from Europe or Africa who feels no closeness for the traditional content of the curricula. The works discussed here come mainly from Africa and the Caribbean, but the Spanish literature of Central and South America is also mentioned. (SW)

ED 161 268 FL 009 746

Macken, Marlys A.

The Acquistion of Intervocalic Consonants in Mexican Spanish: A Cross-Sectional Study Based on Imitation Data. Papers and Reports on Child Language Development, No. 9.

Stanford Univ., Calif. Committee on Linguistics.

Pub Date-Apr 75

Grant-GS-30002; EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Child Language, Cognitive Development, *Consonants, Imitation, *Language Development, Language Learning Levels, Language Research, *Linguistic Competence, Linguistic Performance, Phonetics, Phonology, Preschool Children, Psycholinguistics, *Spanish, Speech, Verbal Development, Vocabulary Development

Identifiers-Jakobson(Roman), *Mexican Spanish

The data in this study are taken from an on-going research project investigating the development of the production of intervocalic consonants in Mexican Spanish. The total project includes both longitudinal and cross-sectional studies of forty children and uses both naturalistic observation and experimental methods. The data discussed here is from a cross-sectional study that used an imitation task for elicitation and involved sixteen children from the total subject sample. The data are discussed in relation to Roman Jakobson's proposed universal order of acquisition of sound classes as detailed in Jakobson 1939, 1941, 1959 and in Jakobson and Halle 1956. The study strongly suggests that there are powerful tendencies toward a universal order of phonological development and that a universal order of the kind asserted by Jakobson is valid in a probabilistic sense. (Author/NCR)

ED 160 749 CE 016 732

Schrader, Marvin

Articulation of Bookkeeping/Accounting Competencies between Secondary and Postsecondary Levels in the Lakeshore VTAE District. Final Report.

Lakeshore Vocational, Technical, and Adult Education District, Cleveland, Wis.

Spons Agency-Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date-Oct 77

Note-101p.; Not available in hard copy due to reproducibility problems

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Accounting, Advanced Placement, *Articulation (Program), *Bookkeeping, *Business Education, *Business Skills, Guidance Counseling, Information Dissemination, Interinstitutional Cooperation, Performance Based Education, Postsecondary Education, Program Development, Regional Planning, Regional Programs, Senior High Schools, Skill Development, Technical Institutes, Vocabulary

Identifiers-Lakeshore Technical Institute WI, Lakeshore Voc Tech Adult Education District WI, *Wisconsin

Designed to assist teachers and counselors in the articulation between secondary and postsecondary bookkeeping-accounting programs, this project developed competencies and levels that could be used in developing courses and planning capstone programs, in assisting students in program and course selections, and in easing student transition from high school to postsecondary programs. The list of competencies required for bookkeepers and accountant jobs was developed from existing task analyses conducted by the Oregon Board of Education in 1973. Information regarding competencies and proficiency levels taught in the high school and technical school courses was obtained from participating teachers in the project and a survey of all high schools within the Lakeshore Vocational, Technical, and Adult Education District. To disseminate the results of the study, a meeting was held with Lakeshore district high school teachers, administrators, and counselors, and the following recommendations were presented: (1) the articulation program should be continued; (2) the various terminology used in referring to the same competency or task should be disseminated throughout the district; and (3) an instrument should be developed for determining advanced standing or placement at Lakeshore Technical Institute so that students do not duplicate their high school courses. (ELG)

Callahan, J. Thomas
A Curriculum Guide for Power Technology, Grades 9-12.
Pub Date-78
Note-58p.; Master's Degree (University of Wisconsin-Platteville)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Auto Mechanics, Bibliographies, Career Awareness, Class Size, Course Content, *Curriculum Development, Curriculum Guides, Electricity, Electronics, Energy, Engines, Equipment, Equipment Maintenance, Evaluation Methods, *Industrial Arts, *Industrial Education, Performance Based Education, *Power Mechanics, Resource Materials, Senior High Schools, Teaching Methods, Transportation

Designed to help the high school industrial arts instructor in teaching power technology, this curriculum guide concentrates on seven subject areas: exploratory power technology, electricity, electronics, small gas engines, automotive repair, transportation, and alternate energy sources. The general course objectives are identified as enabling the student to (1) gain an understanding of how power is produced, controlled, converted, stored, and conserved; (2) place power technology in the broader context of industrial technology; (3) develop an awareness of career opportunities in the power technology industry; (4) select, use, and repair products of the industry as a consumer; (5) develop the ability to work with technically oriented materials and develop logical working procedures; (6) develop responsible and safe working attitudes and practices; and (7) develop a knowledge of shop processes and the care and use of power technology tools and equipment. For each of the seven subjects, an outline of the course content is provided as well as specific behavioral objectives and textbook materials. Various methods of instruction are suggested, including lecture, lecture demonstration, class discussion, lab experiences, and supplementary activities such as field trips, guest speakers, and audiovisual presentations. To insure the effectiveness of the ``hands on'' laboratory experiences, it is recommended that class size be limited to sixteen to twenty-four students. No specific examinations for student evaluation are provided, although various methods of evaluation of both students and teachers are discussed. A bibliography lists books and microform reproductions on power technology instruction. (ELG)

ED 160 851 CE 018 147

Gazda, George M. And Others

Facilitating Interpersonal Skills Development: A Human Relations Training Approach.

Georgia State Dept. of Education, Atlanta.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-May 76

Grant-V0244-VZ

Note-179p.; For related documents see CE 018 130-144, CE 018 146-148, CE 018 150, CE 018 152, CE 018 154, CE 018 157-158, CE 018 161, CE 018 163, and CE 018 339

Available from-Vocational Education Materials Center, Room 124, Fain Hall, Division of Vocational Education, College of Education, University of Georgia, Athens, Georgia 30601 ($2.80)

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors-Career Awareness, Career Development, Career Education, Career Planning, Educational Objectives, Faculty Development, Guidance Programs, Humanistic Education, *Human Relations, Human Relations Programs, *Human Relations Units, *Inservice Teacher Education, Instructional Materials, Interpersonal Competence, Interpersonal Relationship, Leaders Guides, Learning Activities, Occupational Guidance, *Program Development, Program Planning, Secondary Education, *Sensitivity Training, Skills, Teacher Workshops

Identifiers-*Georgia Comprehensive Career Guidance Project

This document is one in a set of eight staff development training manuals developed to facilitate the efforts of educators in the planning and implementation of comprehensive career guidance programs on the secondary level (7-12). This series is based on the goals and developmental objectives identified by the Georgia Comprehensive Career Guidance Project. (See CE 018 130 for the final report of this project.) The introduction of each manual outlines these goals and objectives under the following three domains: interpersonal effectiveness; work and life skills; and life career planning. The thirty-seven activities presented in this manual on human relations skills encourage maximum participant involvement and small group experiences. These activities are designed to introduce a team of educators to human relations training. A summary of the history and research on human relations training, a discussion of facilitation skills, and a description of a human relations center are presented along with a number of strategies which can be utilized in developing a human relations unit. (The other seven staff development guides are available as ERIC documents CE 018 150, CE 018 152, CE 018 154, CE 018 157-158, CE 018 161, and CE 018 163.) (BM)

ED 160 889 CE 018 388

Brown, C. Edward

Job Title Analysis for Selected Job Titles in Horticulture. Final Report.

Purdue Univ., Lafayette, Ind.

Spons Agency-Indiana State Board of Vocational and Technical Education, Indianapolis.; Office of Education (DHEW), Washington, D.C.

Note-68p.; Not available in hard copy due to faint print in original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Agricultural Education, *Curriculum Development, *Job Skills, *Landscaping, Occupational Surveys, Ornamental Horticulture, *Ornamental Horticulture Occupations, State Surveys, *Task Analysis, *Validity

Identifiers-Indiana, *V TECS Catalogs

The systematic development of horticulture curriculum for Indiana was the focus of this research project which validated a job task list for use in instructional material development. The job title catalog, A Landscape Gardener, was selected from those currently available through the Vocational-Technical Consortium of States (V-TECS) program. A purposive study as outlined in the V-TECS technical reference handbook was undertaken to validate this job title catalog for Indiana. Survey instruments were sent to job incumbent personnel in horticulture businesses and data from twenty returned surveys was tabulated and analyzed. From the selected list of 165, job incumbents selected 109 as those most commonly performed, also indicating tools commonly used and amount of time spent at various tasks. Finally the validated list of tasks contained in the job title catalog were sequenced to facilitate further work in instructional materials development. (Survey instruments and survey data are included in the appendixes.) (JH)

ED 160 933 CG 012 878

McLaughlin, Karen E.

Locus of Control Change in College Students: A Future Role for Student Development.

Pub Date- 77

Note-16p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Decision Making, Educational Assessment, Higher Education, *Individual Development, Literature Reviews, *Locus of Control, Personal Growth, Productivity, Psychological Characteristics, *Self Control, *Student Development, Student Personnel Services, *Student Personnel Workers

Higher education must be prepared to establish goals and assess its success in developing students who can function productively in a future society. One possible goal of the college experience is to develop self-directing or internally-controlled individuals. Examined were selected factors and their influence on students' locus of control. Training programs which have been successful in enhancing personal control are discussed. Group decision-making models such as ``ecosystem'' and ``organizational development'' which allow individuals to take charge of the environment are also presented. Perhaps the most significant contribution student development staff can make is to model the behavior they seek to have students adopt an internal locus of control. (Author/KA)

ED 160 982 CS 004 341

Harmer, William R. Williams, Fern

The Wide Range Achievement Test and the Peabody Individual Achievement Test: A Comparative Study.

Pub Date-May 78

Note-11p.; Paper presented at the Annual Meeting of the International Reading Association (23rd, Houston, Texas, May 1-5, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Achievement Tests, *Comparative Analysis, *Comparative Testing, Elementary Secondary Education, Mathematics, *Reading Achievement, *Test Interpretation

Identifiers-*Peabody Individual Achievement Test, *Wide Range Achievement Test

A comparison of the Wide Range Achievement Test (WRAT) and the Peabody Individual Achievement Test (PIAT) indicates that the two should be used interchangeably only with caution and understanding of the differences. While there is a moderate to high correlation between the test scores, nevertheless, the two have distinctly different strengths and weaknesses. The WRAT tends to be more accurate for older subjects (grades four through twelve) while the PIAT tends to be more accurate for younger subjects (kindergarten and primary grades). The differences in test content, testing procedures, test format, and method of scoring may account for the differences in grade equivalent scores on the two, especially on the math subtests. (TJ)

ED 161 005 CS 004 439

Testing and Evaluation in Reading: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International," May through September 1978 (Vol. 38 No. 11 through Vol. 39 No. 3).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Pub Date-78

Note-11p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Adults, Annotated Bibliographies, Content Reading, Criterion Referenced Tests, Critical Reading, *Doctoral Theses, Elementary Secondary Education, *Learning Disabilities, Miscue Analysis, *Predictive Ability (Testing), Readability, Reading Achievement, Reading Diagnosis, Reading Readiness, *Reading Research, Reading Skills, *Reading Tests, Spelling, Test Validity, Word Recognition

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 13 titles deal with the following topics: the evaluation of the elementary reading specialist; the validity of the Visual-Aural Digit Span Test as a predictor of word recognition and spelling in learning disabled children; the validation of three tests devised to measure critical reading ability; a criterion-referenced test of fundamental reading competencies; the influence of reading behavior procedures on reading test performance; kindergarten-first grade screening measures as predictors of third grade reading achievement; differences in performance on the traditional and object form of a reading readiness test; the origin and development of reading diagnosis in the United States from 1896 to 1946; a comparison of two methods of helping content-area teachers select and use student reading materials; problem solving behavior of teachers diagnosing a child's reading performance; an unobtrusive screening device to approximate the reading levels of adults; the relationship between reading miscue inventory scores and readability level; and criterion-referenced word recognition measures as predictors of reading achievement. (MAI)

ED 161 072 CS 204 466

Dilworth, Collett B., Jr. Wilde, Pat

Correspondence: A Medium Rediscovered.

Pub Date-Apr 78

Note-15p.; Paper presented at the Annual Meeting of the Secondary School English Conference (6th, Dallas, Texas, April 7-8, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Class Activities, Communication Skills, *Composition (Literary), Discourse Analysis, *English Instruction, Grade 12, High School Students, *Interpersonal Relationship, *Letters (Correspondence), Secondary Education, Senior High Schools, Student Attitudes, *Student Interests, *Student Motivation

Two English teachers, one in North Carolina and one in Missouri, structured a correspondence project for their senior English classes so that 60 students at each school exchanged personal letters once each week during the semester. The students responded to the project with an interest and drive that overshadowed their interest in the normal English class studies. After the teachers examined the students' correspondence, they identified three dimensions of discourse that were applicable to any clause in the letters. These dimensions (subject distance, temporal distance, and level of understanding) offer a three-faceted perspective on correspondence as a medium and yield two conclusions to the study. First, students tend to prefer discourse that concerns a relatively intimate subject distance (I'' and you'' as opposed to them'' and it''), that treats recent matters, and that establishes the significance of discussed events instead of merely supplying uninterpreted narratives and descriptions. Second, dialogue through the mail seems to be fostered less by wit and observation than by the discernment and reporting of personalized meaning. (Author/RL)

ED 161 114 EA 010 881

Reschovsky, Andrew Knickman, James

Municipal Overburden in New Jersey: An Assessment. New Jersey Urban Education Research Reports No. 2.

New Jersey State Dept. of Education, Trenton.

Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date-Dec 76

Note-93p.; For related documents, see EA 010 880-882; Not available in paper copy due to small print size of tables

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Economic Research, *Fiscal Capacity, *Measurement Techniques, *Municipalities, Statistical Analysis, Statistical Data, Tables (Data), Tax Effort, Urban Areas

Identifiers-*Municipal Overburden, New Jersey

The high cost of providing public services in urban areas of high population density is not always matched by a high capacity to meet that cost. The additional costs that must be borne by taxpayers in urban areas are collectively termed the municipal overburden.'' The literature on municipal overburden has failed to recognize that this condition is a relative one and has failed to develop an adequate method for measuring it. By defining a minimum bundle'' of public services that a municipality can reasonably be expected to supply, we can make comparisons between the per capita costs for such services from city to city. Municipal overburden can then be expressed in terms of the degree to which these costs force a tax effort above a set level. Using such a measure, described in detail in this document, the authors have determined that a high degree of overburden exists in the 62 New Jersey urban aid communities studied, particularly in larger and poorer communities, though there are notable exceptions. The problem of overburden may be solved only by addressing the entire cost structure of local government finance, rather than concentrating on adjustments in school financing formulas alone. (Author/PGD)

ED 161 136 EA 010 953

Gore, Ethel V.

A Descriptive Study of Organizational, Curriculum and Staff Utilizational Patterns of Selected New England Middle Schools.

Pub Date- Jun 78

Note-18p.; Paper presented at the Canadian School Trustees' Association Congress on Education (1st, Toronto, Ontario, June 17-21, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Curriculum Design, Educational Research, Elementary Education, *Middle Schools, Organization, Questionnaires, Secondary Education, Staff Utilization, Surveys

Identifiers-*New England

Organizational, curriculum, and staff utilization patterns of New England middle schools were explored in this study. Fifteen percent of the 315 New England middle schools were randomly selected and questionnaires were sent to their 46 principals. There were twelve major findings concerning organizational patterns including the fact that individualized instruction proved dominant. In addition, 86 percent of the schools were graded, and the grade organizations 6-7-8 and 5-6-7-8 account for the organization of 93.1 percent of the schools surveyed. Concerning curriculum patterns, there were seven major findings, including the finding that clubs and interschool sports were offered in all grades. In addition, art, general music, general science, and home economics were required courses, while band and chorus were electives. For staff utilization patterns there were eight findings including the discovery that the majority of schools had assistant principals as part of the instructional staff. Also, the majority of schools reported instructional teams of 4-8 teachers, although most did not designate team leaders or department heads. It is recommended that middle school buildings be constructed to meet the special needs of middle school students, and that more investigation should be undertaken concerning the behavior of young adolescents. (Author/JM)

Volunteers in Child Abuse and Neglect Programs. A Special Report from the National Center on Child Abuse and Neglect, August, 1978.

Herner and Co., Washington, D.C.
Spons Agency-National Center on Child Abuse and Neglect (DHEW/OHD), Washington, D.C.
Report No.-DHEW-OHDS-78-30151
Pub Date-Aug 78
Contract-HEW-105-76-1136
Note-35p.; Parts of appendix marginally legible due to small type
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Child Abuse, *Neglected Children, Role Perception, *Volunteers, Volunteer Training

The booklet describes the roles of volunteers in child abuse and neglect programs. Cited are such traditional volunteer functions as fund raising organization, coordination, promotion of public awareness, and advocacy. Among innovative roles considered are parent-aides, lay therapists, providers of direct services to children, and surrogate parents. A bibliography of 32 references and a listing of child abuse and neglect programs which use volunteers are appended. (CL)

ED 161 288 FL 009 812

English Language Teaching Profile: Sultanate of Oman.
British Council, London (England). English-Teaching Information Centre.
Pub Date-Jul 78
Note-7p.; May not reproduce well due to light type
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Educational Policy, Elementary Secondary Education, *English (Second Language), Foreign Countries, Instructional Materials, *Language Instruction, *Language Role, Language Teachers, Second Language Learning, Teacher Education
Identifiers-*Oman

This profile in outline form of the English language teaching situation in the Sultanate of Oman examines the role of English in society and in the educational system. The predominance of English as the most important foreign language is noted, and its status as a compulsory subject in elementary and secondary school is discussed. The composition and qualifications of the teaching cadre are treated as well as instructional materials, English outside the educational system, British support for the teaching of English, and American involvement since 1973 with the Peace Corps. A general statement on the strengths and weaknesses of the system concludes the profile. (AMH)

ED 160 731 CE 013 707

McClelland, David C. And Others

Pedagogy and Competency-Based Education. Paper No. 3, Series of 6.

Syracuse Research Corp., Syracuse, N.Y.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No.-SURC-TR-75-585
Pub Date- 75
Contract-400-75-0036
Note-18p.; For related documents see CE 013 705-706, ED 134 542, and ED 144 243

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Differences, Educational Improvement, *Educational Needs, *Educational Objectives, *Educational Research, Intellectual Disciplines, *Performance Based Education, *Research Needs, Social Indicators, Teaching, Teaching Methods

The introduction to this paper considers competency-based education, the goals of education, and the need for some social indicators of how well students are meeting these goals. The main body of the paper looks at competency differences, instructional approaches, and educational research in several areas: focus of new research; natural variations; differences by school type, subject matter, and instructional approach; aptitude-treatment interactions; self-selection; and compensatory education. The author concludes that research support should be granted for a series of interrelated studies on how to increase a particular competency, rather than for single experiments which have little cumulative educational value. (MF)

ED 160 783 CE 017 644

South Dakota Career Education Project: A Sequential Demonstration Model in Career Education Coordinating the Efforts of State Agencies to Effect an Inservice and Curriculum Development Program in Selected School Systems. Final Performance Report.

Dakota State Coll., Madison, S. Dak.; South Dakota State Dept. of Education and Cultural Affairs, Pierre.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Jun 76

Grant-G007503904

Note-247p.; Not available in hard copy due to poor print quality of original document; For related documents see CE 017 645, ED 114 586, and ED 120 411

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Annotated Bibliographies, Career Awareness, *Career Education, Community Support, *Curriculum Development, Curriculum Enrichment, Decision Making Skills, Demonstration Projects, Elementary Secondary Education, Evaluation Methods, Faculty Development, Information Dissemination, *Inservice Teacher Education, *Instructional Materials, Program Coordination, *Program Descriptions, *Program Effectiveness, Program Evaluation, Teacher Education

Identifiers-Public Law 93 380, South Dakota

The purpose of the South Dakota Career Education Project was to establish demonstration centers for the development and advancement of K-12 career education in the state. These demonstration centers were also intended to serve as a national model for the delivery of career education services. The major objective was to provide a program of in-service education and curriculum enrichment for the staffs and students of ten demonstration school systems. The following specific objectives were met: provide an in-service program in career education concepts for teachers, counselors, and administrators; provide K-12 students with insights into themselves, the eight areas of awareness, and equip them with decision-making skills; provide career education demonstration components for the faculties and the students of three teacher training colleges and provide career education teaching experiences for cadet teachers; provide a program for developing community awareness of career education; provide support services in research and for the dissemination of career education materials; and provide a method of evaluation of the project. (A performance report included in this document examines each of these six specific objectives. Also included in this document are an annotated bibliography of curriculum materials, the semi-annual report, various conference reports, and other related materials. A companion document, CE 017 645, contains the external evaluation of the project.) (BM)

ED 160 800 CE 017 738

Greenwood Career Education Project. Final Project Performance Report.
Greenwood Municipal Separate School District, Miss.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-30 Jun 76
Grant-G007502317
Note-135p.; For related documents see CE 017 739, ED 114 586, and ED 120 411; The third-party evaluation report, due to being printed on blue paper, and the photographs throughout will not reproduce well
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-*Career Awareness, *Career Education, Career Exploration, Career Planning, *Curriculum Development, Elementary Secondary Education, Employer Attitudes, Fused Curriculum, *Inservice Teacher Education, Job Placement, Parent Attitudes, Program Administration, Program Descriptions, *Program Evaluation, Program Improvement, *Resource Centers, Student Attitudes, Surveys, Teacher Attitudes, Work Attitudes
Identifiers-Mississippi (Greenwood), Public Law 93 380

The Greenwood (Mississippi) Career Education Project was conducted to meet the following objectives: (1) to employ a career staff and establish the administrative structure of the project; (2) to conduct inservice workshops with faculty members for the purpose of acquainting them with project objectives and their responsibilities; (3) to expand and improve a career-centered education program as an integral part of the curriculum for grades 1-8 using a central career education resource center; (4) to develop and implement a career centered educational program as an integral part of the curriculum for gades 9-12; (5) to develop a career education resource center for grades 9-12; (6) to develop career curriculum guides for grades 9-12; and (7) to provide continuous evaluation of the project. These major objectives were accomplished or developed to a satisfactory level. Several process objectives were accomplished to a lesser degree, (1) reflecting still a lack of adequate planning for inservice training programs; (2) lack of adequate emphasis on job placement and job placement records for students completing school or dropping out of school; and (3) lack of an adequately structured program which included career decision-making skills, job-seeking skills, and job-retention skills for students at the high school level. A third-party evaluation team collected data on students' attitudes toward careers and knowledge of careers. Additional data were collected via opinion surveys of teachers, parents, and the business and industrial community. (Author/BM)

ED 160 835 CE 018 130

A Needs Based Vocational Guidance Program. Exemplary Project in Vocational Education Conducted under Part C of Public Law 90-576. Final Report.

Georgia State Dept. of Education, Atlanta.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Sep 76
Grant-OEG-0-74-1741
Note-128p.; Not available in hard copy due to reproducibility problems; For related documents see CE 018 131-144, CE 018 146-148, CE 018 150, CE 018 152, CE 018 154, CE 018 157-158, CE 018 161, CE 018 163, and CE 018 339
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Career Awareness, Career Development, Career Education, Curriculum Development, Educational Strategies, *Faculty Development, Fused Curriculum, Guidance Programs, Inservice Teacher Education, *Needs Assessment, *Occupational Guidance, *Program Coordination, Program Design, *Program Development, *Program Evaluation, Program Guides, Secondary Education
Identifiers-*Georgia Comprehensive Career Guidance Project

The purpose of this project was to develop and disseminate a conceptual model for comprehensive secondary school (7-12) career guidance programs. The model consisted of transportable packages intended to provide a framework for the delivery of career guidance strategies designed to facilitate the achievement of desired student outcomes. Initially, sixteen Georgia school systems were involved, but later seven systems were discontinued and twenty-one new systems were added. A needs assessment was conducted to ascertain need priorities for program planning and development, and a multiple criterion approach to the assessment of the project was planned (some of the instruments are appended). The major conclusions are (1) though staff development is costly and frustrating, it seems to be the key to lasting effect and carry-over from project orientation to project continuation; and (2) there is a critical need at all levels (state, local, and federal) for more program coordination. (Numerous materials are appended, including guides for training paraprofessionals, establishing a career guidance center, setting up a career guidance library, and evaluating the program. Also, twenty-four related documents are available, such as a program development guide CE 018 146; a staff development handbook CE 018 138; an external evaluation of the training materials CE 018 339; and several staff development training manuals and materials for both the secondary and elementary school levels.) (BM)

ED 160 867 CE 018 271

Martin, Betty B. And Others

Determination of Missouri Home Economics Teachers' Training Needs Related to Instruction of Handicapped Students. Final Report.

Missouri Univ., Columbia.

Spons Agency-Missouri State Dept. of Education, Jefferson City. Research Coordinating Unit.

Pub Date-31 Jul 78

Note-22p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Credit Courses, Data Collection, *Educational Needs, Elementary Secondary Education, *Handicapped Students, *Home Economics Teachers, *Inservice Teacher Education, Mainstreaming, Noncredit Courses, Questionnaires, State Surveys, Teacher Aides, Teacher Attitudes, Teacher Workshops

Identifiers-Missouri

The purpose of this study was to collect data concerning the handicapped students who are enrolled in home economics and to determine the type of training that should be provided for home economics teachers in Missouri. Survey instruments were sent to all home economics teachers in consumer and homemaking programs and occupational programs in secondary schools in Missouri in the school year 1977-78. The results of the study based on a thirty-six percent return indicated that eighty-four percent of the teachers reported having handicapped students enrolled in their classes with learning disabled and educable retarded students representing the greatest handicapped enrollments. The home economics teachers recognized a need for additional training. Findings of the study suggested the following recommendations: (1) evening classes for college credit should be offered in various sections of the state, particularly in St. Louis and Southeast and Central Missouri, where the greatest need exists; (2) after-school non-credit inservice training should be provided in each section of the state; (3) priority should be given to providing instructional materials and resources to use with handicapped students; and (4) support should be given for the use of teacher aides in home economics classrooms and home economics teachers should be encouraged to utilize services and resources of special teachers in their schools. (A copy of the teacher's needs survey is included.) (Author/CSS)

Lourie, Joan
Needs and Social Characteristics of the Re-Entered Student.
Pub Date- 77
Note-84p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Adults, College Students, Higher Education, *Nontraditional Students, Research Projects, *Student College Relationship, *Student Needs, *Student Personnel Work, Surveys

During the Fall Semester of 1976 at The University of North Carolina at Charlotte, approximately 40% of the students enrolled were 25 years of age or older. Many of these older-than-traditional students had returned to college after being away from schooling at least two years; these were the re-entered students. Their problems and needs were, for the most part, unknown to the administration. A mailed questionnaire survey was returned in February, 1977, to assess these areas and to identify the social characteristics of this student population. Results indicated a desire for services, especially those aimed at facilitating transition to academic life, such as a re-entry admissions/ counselor; an appropriate orientation to campus; and a special re-entry course. The main problem reported was time management. The respondents were predominantly white, under 30, married, working, beyond their fourth year of college, and had re-entered mainly to earn a degree for personal growth. Although this study is specific to the University of North Carolina, it does provide general information about the needs of re-entry students. (Author)

ED 160 959 CG 012 910

Jackson, Jeffrey M. And Others

The Effects of Sexual Composition and Group Size on Individual Effort.

Pub Date-78

Note-7p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (50th, Chicago, Illinois, May 4-6, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Behavior Patterns, *Group Behavior, Group Norms, Individual Characteristics, *Motivation, *Participant Characteristics, Research Projects, *Sex Differences, Social Reinforcement

This experiment was designed to test the motivation to perform a task for males and females in mixed and same-sex groups. Individuals in homogeneous groups (four males or four females) or heterogeneous groups (two males and two females) clapped their hands alone, in pairs and in foursomes. People exerted more effort alone than in groups, regardless of group compositions. Females performed better in same-sex pairs than in opposite-sex pairs. Implications concerning relative abilities and social loafing are discussed. (Author)

ED 161 027 CS 204 315

Palmer, Mack R.

Journalism and the Educational Views of Alexander Meiklejohn.

Pub Date-Aug 78

Note-15p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Citizen Participation, *Democratic Values, Educational Needs, *Educational Objectives, *Educational Philosophy, Educational Principles, Educational Problems, Educational Trends, Higher Education, *Interdisciplinary Approach, *Liberal Arts, Public Affairs Education, *Social Responsibility

Identifiers-Dewey (John), *Meiklejohn (Alexander), Pragmatism

Alexander Meiklejohn, who died in 1964 at the age of 92, was a constitutional scholar whose major interest was education. Among Meiklejohn's beliefs were the following: the social good should take precedence over individual achievement; the liberal arts college is the institution best suited to carry out an affirmative reading of the First Amendment; Congress should provide for the intellectual and cultural education of all citizens; education must not ignore vocational concerns; there should be education in followership'' for the citizenry, as well as education for leadership; citizens should keep informed about government policies; and individualism must be balanced with dedication to common purpose. Meiklejohn engaged in vociferous criticism of John Dewey and the tenets of pragmatism, finding pragmatism objectionable in its assignation of superiority to observed fact over pondered value; he also fought against the isolation of individual scholarly disciplines, believing that research results must be put into interdisciplinary perspective. Current trends that would disturb Meiklejohn include increasing professorial dedication to research in isolated fields, a decline in sharing among disciplines, and a decline in liberal studies with regard to an education for democracy. (GW)

ED 161 049 CS 204 430

Edmonds, Robert

Scriptwriting for the Audio-Visual Media: Radio, Films, Television, Filmstrips, Slidefilms.

Pub Date-78

Note-185p.

Available from-Teachers College Press, Columbia University, New York, New York 10027 ($8.95 paper)

Document Not Available from EDRS.

Descriptors-Employment Opportunities, *Films, *Job Market, Occupational Information, Programing (Broadcast), *Radio, *Scripts, *Television, *Writing

Identifiers-*Scriptwriting

Intended as a guide for prospective scriptwriters, this handbook provides information about and examples of scripts for radio, films, and television. The scriptwriter's role in the preparation of filmstrips, sound slidefilms, commercial announcements, and storyboards is also examined. The book offers guidance in the techniques of getting writing jobs in the various media markets and concludes with an essay about being professional and being creative. A list of basic definitions is also provided. (FL)

ED 161 094 CS 502 235

Cooper, Nancy
Access to Medical Records.
Freedom of Information Center, Columbia, Mo.
Report No.-FOI-3[illegible]4
Pub Date-Aug 78
Note-10p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Civil Liberties, *Confidentiality, *Confidential Records, Disclosure, *Ethics, Information Dissemination, Information Utilization, Laws, Medicine, *Privacy, Responsibility
Identifiers-*Medical Record

Although confidentiality with regard to medical records is supposedly protected by the American Medical Associaton's principles of Ethics and the physician-patient privilege, there are a number of laws that require a physician to release patient information to public authorities without the patient's consent. These exceptions include birth and death certificates, reports of wounds caused by firearms or weapons, suspected child abuse, infectious diseases, and medical information that affects performance or status in the military. In addition, medical record releases are required for insurance companies and employment. Health care reviewers, state and federal computerized human services'' data banks, and groups of professionals organized to monitor government-funded health care pose further risks to confidentiality in that they often disseminate health information to credit bureaus, employers, and educational institutions. Ironically, individuals often have difficulty in obtaining their own personal health records. In states with access statutes, individuals must sue to obtain medical records, and in states without access statutes, hospitals can legally deny an individual access. (MAI)

Farmer, Edgar I.
Identifying Competencies Needed to Train Vocational Teachers to Teach Disadvantaged Students in the Inner Cities of Pennsylvania.
Pennsylvania State Univ., University Park.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.
Pub Date-30 Aug 77
Note-258p.
EDRS Price MF-$0.83 HC-$14.05 Plus Postage.
Descriptors-Administrator Attitudes, Class Management, *Disadvantaged Youth, *Inner City, Interpersonal Competence, Performance Based Teacher Education, Questionnaires, Teacher Attitudes, *Teaching Skills, Teaching Techniques, *Vocational Education Teachers
Identifiers-Pennsylvania

Objectives were to identify twenty-five pedagogical competencies for vocational teacher educators to prepare teachers to teach disadvantaged students in the inner cities of Pennsylvania, and to identify possible instructional alternatives that could be implemented into methods of instruction. The competencies were grouped into three categories: execution of instruction, interpersonal and group relations, and classroom management. Ninety vocational administrators (of 164) and 150 vocational teachers (of 281) from four selected cities in Pennsylvania responded to this study's questionnaire. A Two-Sample t' Test and the Likert Attitude Scale were used to analyze the degree of importance each group placed on the twenty-five competencies. One hundred and twenty-five instructional alternatives were suggested by the vocational administrators. Some of the competencies strongly considered by both vocational administrators and teachers as being very important pertained to (1) assisting students in developing their initiative, (2) communicating effectively with students, (3) introducing a lesson, (4) extensive knowledge of subject matter, (5) creating a tension-free classroom atmosphere, and (6) getting along well with other faculty members. (Author/JH)

ED 161 177 EC 111 481

Blau, Harold And Others

Two Year Study of the Effect of Group Therapy on Teacher Perceived Classroom Behavior of Hyperactive Children.

Pub Date-May 78

Note-20p.; Paper presented at the Conference of the New England Educational Research Organization, Inc. (Sturbridge, Massachusetts, May 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Adolescents, *Behavior Change, *Behavior Problems, Children, Exceptional Child Research, *Group Therapy, *Hyperactivity, Males, Minority Groups, Teacher Participation

A 2-year study was done on the effect of group therapy on the teacher-perceived classroom behavior of 82 hyperactive minority boys (ages 10-16 years) in a day school for disruptive children. By the end of the study, there were a minimum of four behaviors which indicated that the group therapy was accomplishing a statistically significant change in the experimental group: at the .05 level of significance, the experimental group was less likely to require assistance from others and to require teacher intervention for misbehavior than were the controls; and at the .62 level of significance they were less likely to flare up at classmates and to hit or push others. Among other findings was that the experimental group, overall, were more controlled in the classroom and less likely to interrupt classroom routine than were those not receiving group therapy. (A bibliography, a copy of the teacher rating form, and tabular data are appended). (DLS)

ED 161 204 EC 112 339

PEECH OUTREACH (A Program for Early Education of Children with Handicaps) 1977-78 Final Report.

Education Service Center Region 9, Wichita Falls, Tex.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-78
Grant-G007700893
Note-161p.
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors-*Early Childhood Education, *Handicapped Children, Instructional Materials, Program Design, Program Evaluation, Statistical Data
Identifiers-*Final Reports, *PEECH Program

Six appendixes comprise the final report of PEECH Outreach, a Program for Early Education of Children with Handicaps. Included are a financial report, a final evaluation report (with listings of PEECH outreach and replication sites and a description of PEECH objectives); a summary of personnel receiving services; a listing of goals, objectives, outputs and evaluation; a followup study of original project participants; and an inventory of language arts, mathematics, perceptual, and audiovisual materials and professional texts. (CL)

ED 161 230 EC 112 414

Duffey, James B.

Final Technical Report of the Pennsylvania Regional Resource Center. June 1, 1974 Through May 31, 1977.

National Learning Resource Center of Pennsylvania, King of Prussia.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Special and Compensatory Education.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date-15 Dec 77

Note-59p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Educational Planning, Elementary Secondary Education, *Handicapped Children, Identification, Information Dissemination, Program Administration, Program Descriptions, *Program Development, *Resource Centers, *State Programs

Identifiers-Final Reports, *Pennsylvania

The final technical report focuses on National Learning Resource Center of Pennsylvania (NLRS/P) functions and services to the Pennsylvania Department of Education, Division of Special Education, and its 29 intermediate units. Descriptions of NLRC/P assistance are reported via five workscope areas: state program development, education appraisal, educational programing, sharing resources, and project accountability and administration. Each area contains an introductory section and information on the major activities, results/conclusions, and recommendations. A supplementary materials index is included to document educational products developed through the project. (Author/SBH)

ED 161 250 FL 009 614

Phillips, June K.

Individualization and Personalization. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5.

American Council on the Teaching of Foreign Languages, New York, N.Y.

Pub Date-74

Note-43p.

Available from-Not Available Separately; See FL 009 607

Document Not Available from EDRS.

Descriptors-Classroom Design, Cultural Activities, Elementary Secondary Education, Flexible Classrooms, Group Instruction, Higher Education, Individual Differences, *Individualized Instruction, *Individualized Programs, *Language Instruction, Learning Modules, Open Education, Performance Contracts, Programed Instruction, *Second Language Learning, Self Pacing Machines, Short Courses, Student Evaluation, Student Grouping, *Student Interests, *Student Motivation, Student Teacher Relationship

Individualization and personalization of instruction in general and in foreign language study are examined. The historical and theoretical background of individualization and aspects of various programs are discussed. The concentration is on the literature and programs as developed in the 1971-73 period. Individualization of foreign language programs in the high school, college and university, and elementary school are considered. Since students learn at different rates, for different reasons, and in different ways, the concepts of individualization are well grounded in learning psychology. Self-pacing, learning packets or programmed learning, mini-courses, and career orientation are features that serve individual student needs. The development of techniques and procedures that make the daily operation of a program successful are discussed. Flexibility is a key word for the processes that are usually derived from informal classroom experimentation. Effective models for space utilization in the open classroom are presented. The use of performance objectives; contracting for grades, and the joint effort of teacher-student interaction to set goals and conditions for learning are elements of personalized and individualized programs. When individualized programs are part of the total school organization or the language department, differentiated staffing contributes greatly to an efficient operation. Group work is the most commonly employed strategy in individualized programs today; only a few operate under completely independent or programmed techniques. Student evaluation and testing in individualized programs are discussed. Programs are being evaluated as they affect motivation, attitude, and attrition. (SW)

ED 161 269 FL 009 749

Richards, Jack C.

The Dynamics of English as an International, Foreign, Second and Auxiliary Language.

Pub Date-Apr 78

Note-41p.; Paper presented at Conference on English as an International Auxiliary Language, East-West Center (Honolulu, Hawaii, April 1-15, 1978).

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Communication (Thought Transfer), Cultural Factors, English, *English (Second Language), Grammar, Language Instruction, *Language Proficiency, Language Research, Language Role, *Language Styles, Language Usage, *Language Variation, Learning Processes, Linguistic Borrowing, Pidgins, *Second Language Learning, *Sociolinguistics, Speech Communication, Syntax

Identifiers-Auxiliary Language, Interlanguage

From a consideration of variability in language-learner and language-user data, the concept of proficiency is considered in relation to models of second and foreign language learning. Proficiency is defined in relation to four separate dimensions: grammatical well-formedness, speech-act rules, functional elaboration, and code diversity. This provides a framework for considering two distinct models of language development: language learning viewed as movement along a developmental continuum, and language learning viewed as a non-developmental lectal continuum. These two models underlie the distinction between foreign language learning and second language learning. These are then related to contexts for language use that typically lead to four types or models of second and foreign language behavior: the instrumental, intergroup, integrative and interactional language models. These four functions are considered, and examples of their effects on the form of second and foreign language behavior are illustrated. Implications for second and foreign language learning theory and teaching methodology are discussed. (Author/AMH)

Fields, Charles E. Drucker, Eugene H.

Development of a Regional Manpower Information System. Research and Development Project. Final Report.

New Albany - Floyd County Consolidated School Corp., Ind.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Indiana State Board of Vocational and Technical Education, Indianapolis.
Pub Date-Jun 78
Note-142p.; Not available in hard copy because of poor print quality in original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Adult Education, *Educational Needs, Educational Planning, Employer Attitudes, Employers, Employment Opportunities, Employment Qualifications, Employment Statistics, *Information Systems, Inplant Programs, Interviews, Job Skills, Labor Demands, Labor Supply, *Manpower Needs, *Manpower Utilization, Needs Assessment, Occupational Information, Post Secondary Education, Program Development, *Regional Planning, Secondary Education, Surveys, Vocational Education, Work Experience
Identifiers-Indiana (River Hills Region)

A project was initiated (1) to improve internal communications among various vocational education providers within the River Hills Region (Indiana), (2) to improve external communication among providers and users of products of vocational education, and (3) to incorporate vocational education information into regional planning efforts. Local vocational educators were interviewed regarding the development of the new manpower information system, and the literature was reviewed pertaining to the utilization of manpower data for planning vocational education programs. Vocational educators selected the types of data to be collected in a needs assessment. A survey instrument and interviews were used to obtain manpower data from employers in the region. Occupational supply and demand data was collected. Information on employment qualifications, training needs, and employer reactions to vocational education were also obtained. Eighty percent of employers expressed satisfaction with vocational programs. One-third of those offering suggestions mentioned the need to provide the students with more experience. The data collected will be used by vocational educators within the region for planning vocational education programs and will provide baseline data for evaluating community training needs, and if possible, to establish coordinated planning at the regional level. (Survey instruments are appended.) (CSS)

ED 160 890 CE 018 393

Pandya, Himanshu S.

Teacher Expectancy Related to Student Performance in Vocational Education.

Pennsylvania State Univ., University Park. Dept. of Agricultural Education.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Pub Date-Sep 78

Note-14p.; Not available in hard copy because of reproducibility problems

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Academic Achievement, *Achievement Tests, *Attitude Tests, Cognitive Ability, Comprehensive High Schools, Educational Research, *Expectation, Psychomotor Skills, Secondary Education, Student Motivation, Student Teacher Relationship, *Teacher Influence, Units of Study, *Vocational Education

A study was designed (1) to discover the effect of teacher expectation on student performance in the cognitive and in the psychomotor skills, and (2) to analyze students' attitudes toward teachers because of teacher expectations. The study utilized two different instructional units. The quality milk production unit was used to teach cognitive skills with emphasis on class instruction and paper and pencil tests. The small gasoline engine unit was used to teach certain psychomotor skills. Each instructional unit was taught in two comprehensive high schools. Students within each class were divided into three groups. Group one, positive expectancy students, received constructive comments on their assignments and appropriate teacher behavior during the experiment. Group two, constructive expectancy students, received constructive comments on the assignments and appropriate teacher behavior during the experiment. Group three, control group students, received no comments on their assignments and no expectancy interaction from teachers. After one month of instruction, students were tested in each subject area. Students' attitudes toward the teacher and subject were also measured before and after the experiment. The findings revealed that the teacher's expectations did change the students' attitudes toward the teacher and subject; however, written comments by the teacher on students' assignments had no significant effect on the level of student achievement. (Author/CSS)

Garrett, Candace Schau And Others
The Effects of Age, Sex, and Adult Presence on Preschool Children's Sex-Typed Toy Play Behavior.
Pub Date-Aug 77
Note-23p.
Available from-C. S. Garrett, Department of Educational Foundations, College of Education, University of New Mexico, Albuquerque, NM 87131
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Child Development, Play, *Preschool Children, Research Projects, *Sex Differences, *Sex Role, Toys

Subjects were 26 female three-, four- and five-year-old children who free-played four different sets, each containing a culturally-defined feminine, masculine and neutral toy. A same- or opposite-sex adult was either present or absent during play. Results included the following: (1) girls played longer than boys with feminine and neutral toys, while boys played longer than girls with masculine toys; (2) there was a linear increase with age in the length of time both sexes played with feminine toys, but no age differences were found for masculine or neutral toys; and (3) there were no effects due to adult presence. These results are discussed in terms of sex-role development and methodological needs in psychometric and observational sex-typing research. (Author)

ED 160 934 CG 012 879

Glisson, Pamela A. Thomas, Georgeble

Distress vs. Non-Distress Approach and the Personal Space of Masculine, Feminine, and Androgynous Subjects.

Pub Date-18 Mar 78

Note-18p.; Paper presented at the Annual Convention of the Southeastern Psychological Association (24th, Atlanta, Georgia, March 15-18, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Androgyny, *Individual Characteristics, *Proximity, Research Projects, *Sex Differences, *Space, *Stimulus Behavior

Examined was the relationship between personal space and sex roles. Feminine females (N 25), androgynous females (N 25) and masculine males (N 25) viewed a film of male and female approaching stimulus persons in distress and non-distress conditions. Subjects marked the Comfortable Interpersonal Distance Scale at the point where they would prefer the stimulus person to halt. The data, measured in millimeters, were examined by analysis of variance. Distressed stimulus persons were not allowed to approach as closely as were non-distressed stimulus persons. Males allowed the distressed female to approach closer than the distressed male. Sex-typed subjects did not allow the distressed male to approach as closely as the non-distressed male, while androgynous subjects did not make this distinction. (Author)

ED 160 960 CG 012 911

Travis, Cheryl Francis, Becky

Sex Role Ideology and Socialization Experiences as They Relate to the Motivation for Parenthood.

Pub Date- 76

Note-15p.; Not available in hard copy due to print quality

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Career Choice, Females, *Housewives, *Parental Background, *Parent Attitudes, Research Projects, Sex Role, *Working Women

Utilizing questionnaires, this study investigated the possible relationships among sex role ideology, sex role socialization experiences and motivation for parenthood. Subjects included 174 adopting (the traditional homemaker-mother role) and 126 dual-career parents. Adoptive subjects tended to express traditional sex role ideologies, while dual-career subjects expressed a more contemporary outlook. Findings on the values of parenthood revealed a unifying motivational system rather than distinct and independent value categories. Both sex role ideology and career status were meaningfully related to the benefits and costs of having children. Working women and women with more contemporary or egalitarian ideas about appropriate behavior for the sexes tended to focus more on the costs and decision-making anxieties concommitant with having children; whereas women maintaining a more traditional homemaker-mother role or holding more conservative notions about appropriate behaviors for the sexes tended to stress the benefits derived from having children. (Author)

ED 160 983 CS 004 384

Smith, Lawrence L.

Time-Saving Tables for Computing the Spache Revised Readability Formula.

Pub Date-74

Note-7p.; Tables prepared at the University of Florida ; Tables marginally legible and may not reproduce well due to small type

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Readability, *Readability Formulas, *Tables (Data), Tests

Identifiers-*Spache Readability Formula

To make it easier to use the Spache Readability Formula, this document provides tables that simplify the necessary calculations; it also includes instructions for the use of the tables. (TJ)

ED 161 050 CS 204 431

Barcus, F. Earle Wolkin, Rachel
Children's Television: An Analysis of Programming and Advertising.
Pub Date-77
Note-218p.
Available from-Praeger Publishers, 383 Madison Avenue, New York, New York 10017 ($19.50 cloth)
Document Not Available from EDRS.
Descriptors-*Childrens Television, Content Analysis, Elementary Education, *Programing (Broadcast), *Television Commercials, *Television Research, *Television Viewing, *Viewing Time
Identifiers-*Advertising

The studies reported in this book are content analyses of children's television and attendant advertising. Following an introductory statement, chapters present data about children's commercial television on the weekends, children's commercial television after school, and the seasonal variations in television advertising to children. A concluding statement says that change is needed and that the industry and the public must question the failure of television to live up to its potential. Nine appendixes of information related to the studies and 122 tables of data are included. (RL)

ED 161 073 CS 204 467

Fulwiler, Toby E.

Journal Writing Across the Curriculum.

Pub Date-78

Note-19p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (29th, Denver, Colorado, March 30-April 1, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Class Activities, *Composition (Literary), *Composition Skills (Literary), English Instruction, Higher Education, *Integrated Activities, Secondary Education, *Self Expression, Student Development, Student Projects, Writing, Writing Exercises

Identifiers-*Student Journals

Journal writing is an expressive form of writing that teachers in all curricula can use to help their students increase writing fluency, facilitate learning, and promote cognitive growth. It combines the positive aspects of diaries and class notebooks, focusing on academic subjects from a personal point of view. Teachers can assign journal entries not only as homework, but also to begin or end classes, at the start of lectures, or to interrupt/refocus class discussions. Used in these ways, journal writing acts as a learning catalyst and as a clarifying activity, directing student attention toward a particular subject while providing writing practice and a permanent record to which the student can refer when preparing for a test or writing a more formal composition. Although teachers do not have to read student journals or comment about their content, positive comments and suggestions about student journals can serve to improve effective use of the journals. Teachers can even keep their own journals not only as an example for their students to follow, but also as a means of constant self-evaluation. (RL)

ED 161 115 EA 010 882

Reschovsky, Andrew

Predicting the Effect of New Jersey's New Educational Funding Law on Local Support for Education. New Jersey Urban Education Research Reports No. 3.

New Jersey State Dept. of Education, Trenton.
Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date-Jan 77
Note-24p.; For related documents, see EA 010 880-881 ; Prepared by the now defunct New Jersey Urban Education Observatory, Trenton
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Educational Finance, Educational Legislation, Educational Research, Elementary Secondary Education, *Equalization Aid, *Finance Reform, *Financial Support, School Support, State Aid, State Legislation, Tables (Data), Tax Rates
Identifiers-New Jersey, New Jersey Public Law 212

Under the provisions of New Jersey Public Law 212, the amount of state equalizing aid for public education received by each local school district depends on how much revenue each district chooses to raise from local taxes. In order to predict the pattern of total school expenditures across New Jersey's school districts, it is necessary to predict how each school district will react to the new state educational grants. Predicting the level of local school taxation is extraordinarily difficult and requires a complex statistical model. Whether grants are categorical, block, or matching must be considered, since local governments react differently to receiving each type. Other factors to account for include local community educational preferences and support levels, and the amount of locally raised taxes to be borne by local citizens as opposed to noncitizens and industry. In the short run, the new system in New Jersey will increase state support in some districts and reduce it in others. The long run result of these effects cannot yet be determined. This document concludes by pointing out elements in the new formula that can affect future efforts at predicting local district responses. (Author/PGD)

Sullivan, Terry W.
The Education Industry in Puerto Rico. An Economic Report.
Employment Standards Administration (DOL), Washington, D.C. Wage and Hour Div.
Pub Date-76
Note-59p.; Not available in paper copy due to marginal legibility of document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Elementary Secondary Education, Higher Education, *Minimum Wage, Minimum Wage Legislation, *Nonprofessional Personnel, Private Schools, Public Schools, Salaries, Surveys, Tables (Data), *Wages
Identifiers-*Puerto Rico

The policy of the Fair Labor Standards Act is to eventually establish the same minimum wage standards in Puerto Rico as in the 50 states. Pursuant to this policy, this report was prepared for Industry Committee No. 129-A for the Education Industry in Puerto Rico. It contains economic and other data pertinent to the committee's duties. The minimum wage requirements cover school employees such as clerical workers, secretaries, custodial workers, maintenance employees, cafeteria workers, and teachers' aides. Executive, administrative, and professional employees are exempt from the minimum wage and overtime provision of the act. The report contains minimum wage rates under both the Fair Labor Standards Act and the Commonwealth Mandatory Decree. It presents information gathered in a 1975 survey of Puerto Rican private schools. Data concern number of employees, amount of earnings, union agreements, and school income reports. Two short sections on public schools contain brief information on number of public schools and students, employee minimum salaries, and personnel and students at the University of Puerto Rico. The Consumer Price Index for four years is included. (Author/JM)

ED 161 289 FL 009 813

English Language Teaching Profile: Canada.
British Council, London (England). English-Teaching Information Centre.
Pub Date-Jul 78
Note-7p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Educational Policy, Elementary Secondary Education, *English (Second Language), *English Instruction, English Literature, Foreign Countries, Higher Education, Instructional Materials, *Language Instruction, *Language of Instruction, Language Programs, *Language Role, Language Usage, Literature Programs, Official Languages, Second Language Learning, Second Languages, Teacher Education, Universities
Identifiers-*Canada

This profile in outline form of the English language teaching situation in Canada discusses the role of English within Canadian society and within the educational systems in the provinces. The discussion takes place within the context of the Official Languages Act of 1969, which declared English and French official languages for all government purposes and which accorded them equal status under the law. English as a medium of instruction at all levels of education is discussed with respect to Quebec and to the other provinces. The composition of the teaching cadre at all levels is dealt with, as well as teaching materials, English outside the educational system, and British and American support for English instruction. A list of documents useful for further reference is provided. A supplementary outline of the current status of literary education and of the literary scene in general accompanies the profile. (AMH)

ED 160 732 CE 013 709

Green, Thomas F.

Competency-Based Education Viewed from "The System."

Syracuse Research Corp., Syracuse, N.Y.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No.-SURC-TR-75-606
Contract-400-75-0036
Note-15p.; For related documents see CE 013 705-707, ED 134 542, and ED 144 243
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Educational Assessment, *Educational Benefits, *Educational Change, *Educational Policy, *Performance Based Education, Relevance (Education), Resource Allocations, Social Exchange Theory, *Social Values, Socioeconomic Status, *Systems Analysis

The author raises questions in analyses of educational policy issues and suggests possible answers to them. The questions concern the nature of changes in the educational system from a given proposed policy change, the magnitude of such change, and the length of time needed to secure the anticipated magnitude of change. Competency-based education (CBE) is discussed in the context of these changes. The theme is the need for a "rational" connection between education and the world of work or successful living, or, put another way, a "rational" link between allocation of educational benefits and the allocation of non-educational social goods. Different concepts of "rational" are noted. The changing social value of education, with its changing socioeconomic implications, is related to the CBE movement and its potential. (MF)

ED 160 750 CE 016 815

Weinbaum, Batya

Innovative Opportunities for the Returning Woman.

Pub Date-Nov 77

Note-11p.; Paper presented at the Mayor's Commission on the Status of Women at District Council 37 (New York, New York, November 1977)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Adult Education, Colleges, *Community Involvement, Credit Courses, Demonstration Programs, Economic Disadvantagement, Educational Innovation, Educational Needs, Educational Opportunities, Employment Qualifications, *Equal Education, *Equal Opportunities (Jobs), Females, Feminism, Higher Education, Noncredit Courses, Outreach Programs, Post Secondary Education, *Program Descriptions, School Community Programs, Sex Discrimination, Speeches, Vocational Education, *Womens Education, Working Women

Identifiers-New York, Project Chance, United States

In this speech the author discusses Project Chance: Alternatives for Women. The innovative community-based program in New York City was designed to meet the special needs of adult women whose education has been interrupted. The first half of the presentation briefly describes varied aspects of the program, such as re-entry non-credit courses, credit courses, coordination, the core syllabus in skill development, flexible teaching materials, and evaluation. The last half of the speech, placing the Project in the larger national and longer historical perspective, covers the relationship between the women's movement and the push for continuing education for women, economic discrimination experienced by women, and the need for women to take advantage of increased educational opportunities to improve their job status, particularly in the professional and technical areas. (EM)

ED 160 984 CS 004 386

Lucas, Christine W.

Stimulated Reading for Disfluent Elementary Readers.

Pub Date-Aug 77
Note-29p.; Paper presented at the Annual Meeting of the Australian Reading Conference (3rd, Melbourne, Australia, August 28-31, 1977)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Attention Control, Directed Reading Activity, Elementary Education, Grade 3, *Language Skills, Reading Comprehension, *Reading Difficulty, *Reading Improvement, *Reading Research, *Reading Skills, Word Recognition

Twenty third-grade children, all of whom scored below 90% accuracy in word recognition and comprehension at grade level, served as subjects in an investigation of the effects on reading fluency of four attentional activities: repeating directions, listening to a story paced or stimulated at 225 words per minute while reading the story, learning words, and answering questions. A case study approach was used to reveal individual data over four data points of one year. Treatment consisted of five one-week phases involving consistent attentional controls; each phase used materials at a successively lower reading level, and word recognition and comprehension scores were obtained in all phases. After succeeding in one of the phases, students were tested at grade level; if criteria were not met, they were moved to a lower grade level for further training. Analysis of the results indicated that, by the end of the study, 11 pupils had achieved at least 90% accuracy in word recognition and comprehension at grade level and that some of the remaining pupils had also shown growth. Improvements were found to transfer to other aspects of language learning, such as listening comprehesnion, reading fluency, ability to produce language, recall of words in temporal order, and vocabulary skills, but not to standardized silent reading measures. (GW)

ED 161 006 CS 004 440

Guidelines for the Professional Preparation of Reading Teachers.

International Reading Association, Newark, Del.

Pub Date-May 78
Note-5p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Elementary Secondary Education, *Guidelines, Professional Education, *Reading Consultants, *Reading Instruction, Reading Skills, Role Models, Teacher Attitudes, *Teacher Certification, *Teacher Education, *Teacher Evaluation

The list of recommended attitudes, concepts, and skills described in these reading education guidelines provides the basis for certification of reading personnel, development of college and university programs in reading education, ; Program Construction roles, self-assessment of persons in reading education, and evaluation of the performance of persons assigned to any of the reading-related roles. After a brief description of the general and specific academic preparation required in reading education, the cognitive, affective, and performance oriented capabilities are organized according to the following major divisions: language foundations for reading (language as a communication system and language development); comprehension (literal, interpretive, and critical, and reference and study skills); word analysis; enjoyment of reading; diagnostic teaching (diagnostic evaluation, organizing school and classroom for diagnostic teaching, adapting instruction to needs of students with varied linguistic backgrounds, and instruction of students with special reading needs); and program planning and improvement (interaction with parents and community, instructional planning, and initiating improvements). Each capability is designated as an attitude, concept, or skill and related to the appropriate reading educator roles. (MAI)

ED 161 028 CS 204 329

Becker, Lee B. Whitney, D. Charles

The Effects of Media Dependencies on Audience Assessment of Government.

Pub Date-Aug 78

Note-27p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Community Surveys, *Federal Government, *Local Government, Mass Media, Media Research, News Media, *Newspapers, Political Attitudes, *Public Opinion, *Television

A survey of 548 male and female household heads in Columbus, Ohio, was conducted in 1977 to discover the effects of dependency on different media on levels of trust toward government, knowledge about government, and perceived knowledge about government at both local and national levels. It was hypothesized that newspaper dependency is positively associated with increased knowledge, perceived comprehension, and trust at both local and national levels even when controls for age and education are included. It was also hypothesized that television dependency is negatively associated with the same variables. In general, these hypotheses held except that at the national level, knowledge was found to be related to perceived comprehension but not to trust. It appears that age and education do interact with the variables and dependency so that among younger sample members with a low education level, dependency does not produce the effects on knowledge, perceived comprehension, and trust that it does in other sample members. (TJ)

ED 161 095 CS 502 242

Berryman, Cynthia L. Wilcox, James R.
A Multivariate Investigation of Perceptual Attributions Concerning Gender Appropriateness in Language.
Pub Date-May 78
Note-33p.; Paper presented at the Conference on Communication, Language, and Sex (Bowling Green, Ohio, May 20-21, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Attribution Theory, Behavioral Science Research, College Students, Communication Skills, *Credibility, Females, Higher Education, Language Role, *Language Styles, *Language Variation, Males, *Perception, *Personality, Personality Assessment, *Sex Stereotypes

To determine the source of perceptual attributions made about male and female communicators, 120 college students provided their perceptions about the speakers on tape recordings in which male/female voices showed variations in task and socio-emotional behavior, pronunciation of -ing'' word endings, interruptions, amount of words, pitch, and intonation. On one tape the speakers used gender-appropriate language, while on the other tape the speakers used gender-inappropriate language. The results indicate that regardless of whether the communicators are male or female, female'' language features consistently contribute to the communicator's credibility, while male'' language features contribute to the communicator's perceived level of extroversion. This evidence shows that communicators are differentially perceived as a consequence of linguistic features in their messages rather than as a consequence of mere identification of source gender, and that one's language should not be restricted by traditional sex-role prescriptions, but should be guided by situational appropriateness. (Author/RL)

Ostro, Gaby

Major School Change Policy. A Model for Community Involvement in Declining Enrollment.

Pub Date-Jun 78

Note-44p.; Paper presented at the Canadian School Trustees' Association Congress on Education (1st, Toronto, Ontario, June 17-21, 1978); Appendices B and C may be marginally legible

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Board of Education Policy, *Community Involvement, Community Study, *Declining Enrollment, Educational Policy, Elementary Secondary Education, Parochial Schools, School Closing

Identifiers-*Protestant School Board of Greater Montreal, Quebec

The Protestant School Board of Greater Montreal, recognizing that the community is dramatically affected by school closings, adopted a policy for dealing with declining enrollment that requires involvement of local school communities in examining the problem, helping to find solutions, and planning for the future. When a school's population falls below 60 percent of capacity, the community is informed of an impending study and invited to participate. A general meeting is held where parents are given basic data and asked to form a study group. This group, utilizing data provided by the planning office, prepares recommendations for the school board, which reserves the final decision-making authority concerning school closure or reorganization. Three school communities have successfully conducted this type of study. In both Westbrook and Connaught only a single school was involved. In Dorval, four combined in a community wide study. Experience with the process has led to a number of recommendations. To assure accurate dissemination of information, studies should begin with a general meeting of parents rather than merely a school committee meeting. Also community groups ought to have more direct input. Principals could benefit from help and support from colleagues who have gone through the process. The process should take at least ten months. (Author/JM)

ED 160 784 CE 017 645

Gullickson, Arlen R. Wick, James H.

Evaluation of the South Dakota Career Education Project. A Technical Report.

South Dakota State Dept. of Education and Cultural Affairs, Pierre.; South Dakota Univ., Vermillion. Educational Research and Service Center.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-25 Jun 76

Grant-G007503904

Note-37p.; Appendix C was removed prior to printing because of poor reproducibility; For related documents see CE 017 644, ED 114 586, and ED 120 411

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Career Awareness, *Career Education, Community Support, *Curriculum Development, Curriculum Enrichment, Decision Making Skills, Demonstration Projects, Elementary Secondary Education, *Evaluation Methods, Faculty Development, Information Dissemination, *Inservice Teacher Education, *Program Evaluation, *Program Improvement, Teacher Education

Identifiers-Public Law 93-380, South Dakota

The major objective of the South Dakota Career Education Project was to provide a program of in-service education and curriculum enrichment for the staffs and students of ten demonstration school systems. An external evaluation of the project was conducted based primarily on personal interviews and the perusal of materials developed as a part of the project. The project, as portrayed through the interviews, revealed a great deal of activity without much direction. There were numerous discrepancies with the project proposal which may be attributed to its beginning in mid-year of a one-year proposal. Most emphasis was given to the preparation of units, while relatively little emphasis was given to the preparation of career education programs or the establishment of career education priorities in the schools. Guidelines were formulated for the development of units, but no procedures were devised for assessing the units. In general, the assignment, coordination, and supervision of project staff and evaluation procedures seemed less than adequate. Two major recommendations were made: project management must be strengthened and project direction must be clarified. Two significant assets were indicated: a valuable collection of career education materials were purchased/obtained, and a very cordial working relationship existed among most of the participant schools and colleges. (A companion document presents the project performance report and an annotated bibliography of curriculum materials.) (BM)

Gunderson, Margaret Stanton And Others

Comprehensive Career Guidance. Competency Rating Scale Manual. Grades K-1.

Georgia State Dept. of Education, Atlanta.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-77
Grant-G007500339
Note-93p.; For related documents see CE 018 130-144, CE 018 146-147, CE 018 150, CE 018 152, CE 018 154, CE 018 157-158, CE 018 161, CE 018 163, and CE 018 339 ; Parts may be marginally legible due to colored background
Available from-Vocational Education Materials Center, Room 124, Fain Hall, Division of Vocational Education, College of Education, University of Georgia, Athens, Georgia 30601 ($1.90)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Behavior Rating Scales, *Career Awareness, *Career Development, *Career Planning, Consumer Education, Educational Objectives, Elementary Education, Elementary School Guidance, Fused Curriculum, Grade 1, Guidelines, *Interpersonal Competence, Kindergarten, Measurement Techniques, Occupational Guidance, *Performance Criteria, Skills, Student Evaluation
Identifiers-*Georgia Comprehensive Career Guidance Project

Presenting a set of guidelines for grades K-1, this teacher's manual is one in a set of three competency rating scales which provide guidelines for the infusion of career guidance concepts into the elementary school curriculum. These rating scales were developed by the Georgia Comprehensive Career Guidance Project (Final Report, CE 018 130) which organized the career guidance needs of students in grades K-6 under three domains: interpersonal effectiveness, work and life skills, and life career planning. These domains encompass thirty comprehensive goals which are divided into developmental objectives which are in turn reduced to the specific competencies on which the scales are based. (The complete listing of domains, goals, and objectives is appended to this document.) The manuals are organized developmentally so that comparisons can be made between individuals or between groups. The use of the competency rating scales is described in this manual under the following sections: organization of skill level criteria; skill level criteria for grades K-1; opportunities for rating students; examples of test situations; the rating scale (degree of proficiency); the rating form; and detailed directions for rating students. Examples and suggestions for the use of the information obtained through the scales are also included. (Rating scales for grades 2-4 and grades 5-6 are found in ERIC documents CE 018 132 and CE 018 133, respectively.) (BM)

ED 160 852 CE 018 150

Newton, Fred B. And Others
Life Career Planning: Values, Decisions and Goals. Georgia State Dept. of Education, Atlanta.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-May 76
Grant-V0244-VZ
Note-156p.; Not available in hard copy due to poor print quality in original document; For related documents see CE 018 130-144, CE 018 146-147, CE 018 152, CE 018 154, CE 018 157-158, and CE 018 339
Available from-Vocational Education Materials Center, Room 124, Fain Hall, Division of Vocational Education, College of Education, University of Georgia, Athens, Georgia 30601 ($2.13)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Career Awareness, Career Development, Career Education, Career Planning, *Decision Making, Educational Methods, Educational Objectives, Faculty Development, *Goal Orientation, Guidance Programs, *Inservice Teacher Education, Instructional Materials, Interpersonal Competence, Leaders Guides, Learning Activities, Occupational Guidance, *Program Development, Program Planning, Secondary Education, Skills, Teacher Workshops, *Values
Identifiers-*Georgia Comprehensive Career Guidance Project

This document is one in a set of eight staff development training manuals developed to facilitate the efforts of educators in the planning and implementation of comprehensive career guidance programs on the secondary level (7-12). This series is based on the goals and developmental objectives identified by the Georgia Comprehensive Career Guidance Project. (See CE 018 130 for the final report of this project.) The introduction of each manual outlines these goals and objectives under the following three domains: interpersonal effectiveness; work and life skills; and life career planning. The twenty-seven activities presented in this manual on life career planning encourage maximum participant involvement and small group experiences. These activities cover the areas of values clarification, decision making, and goal setting. Implementation strategies for developing program activities in these areas are then presented, including curriculum based strategies, on-call/responsive services, individual development CE 018 152, CE 018 154, CE 018 157-158, CE 018 161, and CE 018 163.) (BM)

ED 160 868 CE 018 283

Mathematics Unipac. Computers.

Parma City School District, Ohio.
Spons Agency-Ohio State Dept. of Education, Columbus.
Note-14p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Career Exploration, *Computer Science, Fused Curriculum, *Learning Activities, *Mathematics Education, Secondary Education, Workbooks

Five activities are presented in this student workbook designed for exploration of a career in computers, and the mathematics related to that career. Included are activities on basic computer language, flow charts, and basic computer programming. Each activity includes the objective, materials needed, and information for completing the activity. Answers to problems presented in the lessons conclude the document. (JH)

ED 160 935 CG 012 880

Frost, Martha

Role Models and Career Salience in Older Female College Students in Psychology.

Pub Date-Apr 78

Note-13p.; Paper presented at the Annual Meeting of the Western Psychological Association (58th, San Francisco, California, April 19-22, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Aspiration, Behavior Patterns, *Career Choice, *College Students, *Females, Higher Education, *Identification (Psychological), Pilot Projects, *Role Models

Investigated were the areas of role modeling and career salience for older female college students, with career salience defined as actively seeking to use education by pursuing a career. A pilot questionnaire was administered to all female students 35 and over in the Department of Psychology (N 40), with a focus upon background factors, career salience measures, and role model variables. Results indicated that undergraduates were as career salient as graduate students, that professional women and working women in their own family served as strong positive role models, and that role models did not serve in a technical sense but rather as mentors who pushed them to realize their full potential. (Author/KA)

ED 161 178 EC 111 521

Cegelka, Patricia Thomas And Others

Career Education Programming for the Handicapped: Cooperative Personnel Preparation. Final Report.

Kentucky Univ., Lexington. Div. of Vocational Education.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Personnel Preparation.

Pub Date-78

Grant-G007500459

Note-225p.

EDRS Price MF-$0.83 HC-$11.37 Plus Postage.

Descriptors-*Career Education, *Conference Reports, Employment, *Federal Legislation, *Handicapped Children, Individualized Programs, *Teacher Education, *Vocational Education

Identifiers-Education for All Handicapped Children Act

The report contains 11 presentations from a 1977 conference on the vocational preparation stage of career education for handicapped children. K. Hoyt, M. Appel, and L. Phelps review implications of career education for special education, vocational education, and teacher education. L. Phelps presents an overview of federal commitments to vocational education and employment of the handicapped. Legal implications for State Departments of Education are analyzed be R. Chenowith, while the local school perspective on P.L. 94-142 (the Education for All Handicapped Children Act) is set forth by H. Collela. M. Phillips reviews the mandate for individualized education programs and includes examples of total service and individual intervention plans. M. Gold discusses vocational preparation services for adolescents with severe multiple handicaps. Two separate state reports from a 1976 Illinois conference on special education/vocational education are provided. In a final paper, G. Meers and S. Vasa describe Nebraska's project to develop competencies for special vocational needs teachers. Also included is conference-related information, including a followup evaluation. (CL)

ED 161 205 EC 112 340

Rozansky, Phyllis A And Others

Family Resource Center. Final Report.

Family Resource Center, St. Louis, Mo.
Spons Agency-Office of Child Development (DHEW), Washington, D.C.; Social and Rehabilitation Service (DHEW), Washington, D.C.
Pub Date-78
Grant-90-C-75
Note-105p.; Print may be poor on some pages and difficult to read
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-*Child Abuse, *Family Counseling, *Family Involvement, Parent Child Relationship, *Program Descriptions, Program Evaluation, Therapy
Identifiers-*Final Reports

The final report describes goals and activities of the Family Resource Center, an educational and therapeutic program using a family treatment approach to child abuse. Among family treatment programs considered are intake, behavior management counseling, recreational therapy, supportive services, and diagnostic remedial and behavior management classrooms. Also discussed are the program's research component, volunteer activities, and community and professional education efforts. (CL)

ED 161 231 EC 112 415

Goode, Paul Winter, Katherine

Final Technical Report of the Pennsylvania Area Learning Resource Center. September 1, 1974 Through May 31, 1977.

Bucks County Intermediate Unit 22, Doylestown, Pa.; National Learning Resource Center of Pennsylvania, King of Prussia.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Special and Compensatory Education.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date-31 Aug 77

Contract-300-75-0034

Note-130p.

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors-Elementary Secondary Education, *Handicapped Children, Information Dissemination, *Program Descriptions, *Resource Centers, State Programs

Identifiers-Final Reports, *Pennsylvania

The final report focuses on the Pennsylvania Area Learning Resource Center, which provides media and materials services to handicapped children. Section I covers the project background; project philosophy, goals, and objectives; and project organization. Covered in a second section are 15 activities, such as assisting states in local and state materials center stimulation or development, identifying needed instructional materials and priority needs, and helping trainers locate extant and usable training materials which fulfill needs. Among recommendations made in a final section is that the Bureau of Education for the Handicapped reestablish a network of projects. Appended is a list of products produced. (SBH)

Gregersen, Edgar A.
Language in Africa: An Introductory Survey.
Pub Date-77
Note-237p.
Available from-Gordon and Breach Science Publishers, Inc., One Park Avenue, New York, New York 10016 ($19.50)
Document Not Available from EDRS.
Descriptors-*African Culture, *African Languages, *Anthropological Linguistics, Cultural Context, Cultural Interrelationships, Culture Contact, Developing Nations, Diachronic Linguistics, Grammar, Instructional Materials, Language Classification, Language Instruction, Language Patterns, Language Planning, Language Standardization, Morphology (Languages), Phonology, Psycholinguistics, Regional Dialects, Sociolinguistics, Syntax, *Textbooks, *Uncommonly Taught Languages

This is the first comprehensive study in English of African languages in the context of their cultural setting. It may be used as a basic text in survey courses on African languages as well as a supplemental text in practical language courses. No linguistic background is necessary for understanding this book the basic concepts are explained, including phonology. morphology, and syntax, in the introductory chapters. Historical perspectives are discussed in terms of historical linguistics, language classification and history of work written on African languages. A brief survey of the language phyla in Africa, following Joseph Greenberg's scheme, is presented, and significant work on the groups is outlined. Historical reconstructions based on linguistic data are considered in terms of migration theories. The languages are also discussed in terms of the relationship to the lives, thoughts, and cultures of the people who speak them. The practical problems that confront emerging nations, such as the creation of national languages and language standardization, are discussed in the light of recent pedagogical findings. The problems of language policy and planning are discussed as consequences of independence for African countries and the spread of Western education. Appended are a list of African languages with a million or more speakers, Greenberg's classification, and a bibliography. (Author/NCR)

ED 160 733 CE 014 929

Patton, Bob And Others

Unit of Instruction: Writing, Teaching, Supplementing.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date-75

Note-79p.

Available from-Curriculum and Instructional Materials Center, State Department of Vocational and Technical Education, 1515 West Sixth Avenue, Stillwater, Oklahoma 74074 ($3.00)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Activity Units, *Behavioral Objectives, Curriculum Development, Educational Objectives, Guidelines, *Inservice Teacher Education, *Instructional Design, *Instructional Materials, Learning Activities, *Material Development, Occupational Information, Performance Based Education, *Teaching Procedures, Units of Study, Vocational Education, Writing

Identifiers-Oklahoma

This manual was prepared to guide educators in developing curriculum using performance (behavioral) objectives that include content information. The material is presented in three units: writing a unit of instruction, teaching a unit of instruction, and supplementing a unit of instruction. Each unit contains terminal and specific objectives for the teacher, suggested activities and instructional materials, information sheets (definitions, components, and procedures for the performance objectives), and teacher assignment sheets and tests. Instructions for writing specific vocational job sheets and for orienting students to jobs are included in the units. The manual is intended to present the material so that the teacher will be able not only to write but also to teach and supplement the unit performance objectives developed in this format. (MF)

ED 160 801 CE 017 739

Quality Incremental Improvements in the Implementation of a Career-Centered Curriculum for Grades 1-12. Final Report.

Winona Municipal Separate School District, Miss.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-Jun 76
Grant-G007502315
Note-92p.; Photographs in the first part of the document and the third-party evaluation report, due to being printed on blue paper, will not reproduce well; For related documents see CE 017 738, ED 114 586, and ED 120 411
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Advisory Committees, *Career Awareness, *Career Education, *Career Exploration, Community Support, Curriculum Development, Elementary Secondary Education, Employer Attitudes, *Inservice Teacher Education, Job Placement, Parent Attitudes, Program Administration, Program Descriptions, *Program Evaluation, Program Improvement, Public Relations, Self Evaluation, Student Attitudes, Surveys, Teacher Attitudes, *Vocational Counseling, Vocational Followup, Work Attitudes
Identifiers-Mississippi (Winona), Public Law 93 380

The Winona (Mississippi) Career Education Project was conducted to meet the following objectives: (1) to establish an administrative structure for the effective implementation/operation of the project; (2) to involve approximately ninety school system personnel in inservice training; (3) to develop broad career education competencies in students; (4) to increase students' awareness of self and the world-of-work through individual and group procedures; (5) to provide extensive and concentrated investigation of self and the world-of-work at the junior high level through individual and group procedures; (6) to provide a variety of occupational experiences at the secondary level; (7) to provide an intensive program of guidance-counseling-job placement and follow-up for secondary students completing or dropping out of the school program; (8) to develop community support for the program through an advisory council and public relations efforts; and (9) to continually evaluate and redirect the program. All of the above objectives were accomplished or developed to a satisfactory level with the exception of objectives 7 and 8. Specific areas in which satisfactory results were not obtained included providing job placement and follow-up for students completing or dropping out of the school program and organizing an advisory council composed of an adequate number of participants from a cross-section of the community. A third-party evaluation team collected data on students' attitudes toward careers and knowledge of careers. Additional data were collected via opinion surveys of teachers, parents, and the business and industrial community. (BM)

ED 160 819 CE 017 954

Hatcher, Elizabeth And Others
Validation of Agricultural Mechanics Curriculum Manual.
Oklahoma Vocational Research Coordinating Unit, Stillwater.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-Aug 78
Note-48p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Academic Achievement, *Agricultural Education, *Agricultural Engineering, Auto Mechanics, Curriculum Evaluation, Electricity, Program Validation, Secondary Education, *State Curriculum Guides, *Validity
Identifiers-Oklahoma

This study was concerned with the validation of the Oklahoma Curriculum and Instructional Materials Center's agricultural mechanics curriculum manual and the development of a model whereby future manuals can be validated. Five units in the manual were randomly selected from a list of units to be taught during the second semester of the 1977-78 school year: servicing small engines, overhauling small engines, electrical safety, fundamentals of electricity, and electrical wiring practices. Ten teachers were selected to teach the units, administer the unit test, and send the tests to the project staff. Results were compiled by determining the percentage of students at each school who obtained the correct answer on each item of the unit test. The school results were combined to obtain the total percentage of students who answered the items correctly. It was arbitrarily determined that 80% of the students should answer each item correctly to demonstrate acceptable achievement. Those items not passed by 80% of the students were reviewed to try to determine the reasons why. Based on student achievement, the manual provided a valid source of instructional materials for servicing small engines. It was concluded that one source could not be identified as the sole reason that learning does or does not take place. (Thirty-one data tables and discussion of analysis on the individual test questions are included.) (JH)

Nosin, Jerome Alan
The Earned-Time System: A Performance-Based Correctional Management Model.
Pub Date-Mar 78
Note-122p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (24th, Atlanta, Georgia, March 15-18, 1978) ; Parts may be marginally legible due to print quality; Best copy available
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-*Behavior Change, *Contingency Management, *Individualized Programs, *Institutional Administration, Models, *Performance Contracts, *Prisoners, Socialization

Utilizing a social learning approach the Georgia Department of Offender Rehabilitation has implemented a performance-based correctional management model based on the assumption that only self-rehabilitation is viable. Earned Time System (ETS) provides resources and motivational opportunities for inmates to assume personal responsibility for their behavior. Inmates may earn varying amounts of time off their sentences based on their classification: non-habitual offenders earn a day off their sentences for every day of satisfactory performance; habitual offenders are eligible for one day for every two days of satisfactory performance. Upon admission, each inmate undergoes an extensive diagnostic intake by the correctional staff prior to the development of an individual performance plan. Inmates are assigned to work areas, provided with minimal expectations for performance, and given concrete feedback on behavior. A comprehensive documentation system assures that each inmate's progress is motivated and documented. The ETS is currently operational for all inmates transitioning from institutions to free society. (BN)

ED 161 051 CS 204 432

Hyman, Herbert H. And Others
The Enduring Effects of Education.
Pub Date-75
Note-309p.
Available from-University of Chicago Press, 5801 Ellis Ave., Chicago, Illinois 60637 ($5.95 paper)
Document Not Available from EDRS.
Descriptors-Adult Learning, *Educational Assessment, Educational Research, *Educational Status Comparison, Elementary Secondary Education, Higher Education, Information Seeking, Knowledge Level, Mass Media, *School Role

The results of the first long-term, wide-scale secondary analysis of survey data concerning the enduring effects of schooling are presented in this work. The findings are detailed in four chapters covering the enduring effects of schooling on knowledge; the influence of other variables; the role of continuing learning, specifically through mass media exposure and personal information seeking; and the relative effectiveness of secondary and higher education. The conclusion discusses the need for further studies of enduring effects through secondary and semisecondary analysis. Appendixes contain basic tables, tables containing detailed findings on knowledge, surveys and questions used, and tables on the effects of education when other variables are controlled. (FL)

ED 161 074 CS 204 468

Cordoni, Barbara

What Psychology and Special Education Have to Share with Teachers of Writing.

Pub Date-Oct 78

Note-9p.; Paper presented at the Annual Conference on the Teaching of Technical Writing (2nd, Carbondale, Illinois, October 20-21, 1978); Not available in hard copy due to print quality of original

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Composition Skills (Literary), Developmental Stages, Elementary Secondary Education, *English Instruction, Higher Education, *Language Handicaps, *Learning Disabilities, Spelling, Visualization, *Writing Skills, *Written Language

Writing is a highly complex process requiring skills that are not possessed by all students. In some cases, students may have been taught writing skills before they were developmentally ready for them, thus diminishing their future ability to learn those skills. Some students may have specific learning disabilities, sometimes affecting only the process of writing, that prevent their written work from reflecting their true intellectual ability. Among the patterns of deficiency that may be seen in students' work are misspellings, which may be phonetically based, bizarre,'' or reflective of an inablity to differentiate between sounds; problems with copying or revisualization of words or letters; problems with formulation and syntax that do not occur in oral language; and such errors as word omissions, incorrect word order and word usage, and lack of punctuation. To discover students with written language disorders, teachers should watch for discrepancies between oral and written work. Unless teachers are aware of the possibility of language learning disabilities, students with such disabilities may be labelled stupid, careless, or lazy and may be denied a chance at college educations. (GW)

ED 161 251 FL 009 615

Nostrand, Howard L.

Empathy for a Second Culture: Motivations and Techniques. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5.

American Council on the Teaching of Foreign Languages, New York, N.Y.

Pub Date-74

Note-65p.

Available from-Not Available Separately; See FL 009 607

Document Not Available from EDRS.

Descriptors-*Cross Cultural Training, Cultural Awareness, Cultural Differences, *Cultural Education, Elementary Secondary Education, Higher Education, Instructional Materials, *Language Instruction, Language Teachers, *Learning Activities, Resource Guides, Second Language Learning, *Sociocultural Patterns, Student Interests, Teacher Education, *Teaching Methods

Concern for cross-cultural understanding and sensitivity to differences in people's values, assumptions, and modes of thought and feeling is growing in society, schools, and the foreign language department. In order for foreign language teachers to select what is worth teaching for the purposes they want to serve, they should make selections on the basis of student interest and the nature of the phenomenon to be grasped. Twenty types of techniques for achieving this purpose are described. The devices are grouped into those most useful for giving experience in a culture and those most valuable for developing knowledge about it. Sources that are useful to the teacher for getting materials are described and evaluated. The implications of the new social role for the foreign language teacher are discussed, particularly as they bear upon preservice and inservice education. A proposal is made for teacher participation in a collaborative effort to consolidate the knowledge needed in the pursuit of cross-cultural understanding. (SW)

ED 161 290 FL 009 814

Kalnitz, Joanne

Universals in Second Language Acquisition: Focus on English. Papers in Linguistics, 1974-1977: A Collection of M.A. Papers from Students in the Linguistics Department of Northeastern Illinois University.

Northeastern Illinois Univ., Chicago. Dept. of Linguistics.
Pub Date-Oct 78
Note-24p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Bilingualism, Child Language, Cognitive Processes, Contrastive Linguistics, English (Second Language), Grammar, Interference (Language Learning), *Language Development, *Language Learning Levels, Language Patterns, Language Skills, *Language Universals, *Learning Processes, Linguistic Competence, Linguistic Difficulty (Inherent), Linguistic Theory, Morphemes, Psycholinguistics, *Second Language Learning, Semantics
Identifiers-*Learning Strategies

Certain proposed theories on second language acquisition, their justifications, and their predictions about English are examined in this paper. The first section discusses the process of second language acquisition; the stages and strategies learners use and progress through on their way to mastery are described. The second section discusses the order of acquisition and considers the question of whether there is a universal order. The final section discusses the similarities and differences between first and second language acquisition. The evidence shows that second language learners pass through universal stages and display similar strategies, indicating that second language acquisition is a creative process of rule formation, just like first language acquisition. The order of acquisition of linguistic structure is predicted mainly by variables within the target language, such as grammatical complexity, perceptual saliency, redundancy, and semantic weight and input. The differences between first and second language acquisition involve cognitive and environmental variables as well as interference. A bibliography is appended. (Author/NCR)

ED 160 869 CE 018 285

Calculator. Owning a Small Business.
Parma City School District, Ohio.
Spons Agency-Ohio State Dept. of Education, Columbus.
Note-31p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Business Skills, *Calculation, *Career Exploration, Fused Curriculum, *Learning Activities, *Mathematics Education, Secondary Education, Workbooks
Identifiers-Electronic Calculators, *Small Businesses

Seven activities are presented in this student workbook designed for an exploration of small business ownership and the use of the calculator in this career. Included are simulated situations in which students must use a calculator to compute property taxes; estimate payroll taxes and franchise taxes; compute pricing, approximate salaries, inventory, and credit; estimate billing; and determine accrued interest. Simulation settings include ownership of a repair shop, a clothing store, and a fabric shop. (JH)

ED 160 911 CG 012 840

Potter, Ellen F.

Sex Differences in Classroom Participation.

Pub Date-Mar 78
Note-21p.; Paper presented at the Annual Convention of the Southeastern Psychological Association (24, Atlanta, Georgia, March 15-18, 1978); Tables of marginal legibility
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Behavior Patterns, Classroom Observation Techniques, Elementary Education, Elementary School Students, Females, Males, *Reinforcement, Research Projects, *Sex Differences, *Student Behavior, *Teacher Behavior, *Teacher Response

It is argued that the sexes get different feedback from the culture, and from teachers in particular. The hypothesis is explored that teachers are less responsive to and interested in girls than boys, and that the feminine strategy of withdrawal and avoidance of assertiveness develops in response to these teacher behaviors. Subjects were eight first graders and eight fifth graders, half boys and half girls. The mean number of hours of observation per subject was 9.5. Results indicate a growing differentiation among children by sex and achievement grade as they go from grade one to grade five. Although, as expected, decreased participation among girls was found, the attempt to find teacher behaviors that would shape decreased participation was unsuccessful. (Author/HMO)

Ogden, Evelyn Musumeci, Marilyn
A Taxonomy of Technical Assistance Skills.
Capla Associates, Inc., Rochelle Park, N.J.
Pub Date-Oct 77
Note-38p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Adoption (Ideas), Change Agents, Diffusion, Educational Change, Educational Innovation, Employment Qualifications, *Information Dissemination, *Occupational Information, *Skills, *Taxonomy, *Technical Assistance
Identifiers-*Linking Agents, *National Diffusion Network

To operationalize the Technical Assistance Brokerage System, the first major task called for the development of a taxonomy of training and technical assistance services specifying requisite skills and skill clusters by the dimensions of client type, stages of dissemination, and levels of experience. From a literature search approximately 400 linkage skills were extracted. In addition, certain commonalities were evident, related to skill clusters, personal attributes, and cognitive understandings. A second strategy used to identify skills pertinent to the primary target audience was to conduct telephone interviews with a select group of 14 state facilitators and developer/demonstrators. From the interviews, approximately 200 skills were obtained. As a result of a synthesis of literature and interview findings, similar skills or duplicated skills were eliminated yielding a final listing of all skills. These skill clusters and specific skills were partitioned according to client type, stage of dissemination, and level of experience. The resultant taxonomy is displayed graphically. (Author/MLF)

Teacher Evaluation. The Best of ERIC, Number 40.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Nov 78
Contract-400-78-0007
Note-5p.
Available from-ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, Oregon 97403 (free)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Annotated Bibliographies, Effective Teaching, Elementary Secondary Education, Observation, Surveys, Teacher Administrator Relationship, *Teacher Evaluation

The ten items in this annotated bibliography are articles and documents in the ERIC system concerning evaluation of teachers. Research surveys cited focus on the present state of teacher evaluation, the use of observation reports, how often teachers desire to be evaluated, and principals' ideas of teacher effectiveness. Other topics covered are teacher self-observation systems, colleague evaluation, setting mutually agreed on goals, evaluation of beginning teachers, evaluation procedures in teacher contracts, and evaluation instruments. (Author/JM)

ED 160 751 CE 016 847

To Prevent Harm.

Insurance Inst. for Highway Safety, Washington, D.C.
Pub Date-78
Note-158p.; Not available in hard copy due to reproducibility problems
Available from-Insurance Institute for Highway Safety, Watergate 600,
Suite 300, Washington, D.C. 20037 (Free)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Administrative Personnel, Bibliographies, Bicycling, Children, Cost Effectiveness, Death, Drinking, Driver Education, Drug Abuse, Emergency Programs, Filmographies, Fire Protection, Injuries, *Institutional Research, *Motor Vehicles, Pedestrian Traffic, Problem Solving, Publications, Research Methodology, Research Reviews (Publications), Road Construction, *Safety Education, *Traffic Accidents, Traffic Control, Traffic Regulations, *Traffic Safety, Traffic Signs, Vehicular Traffic

Identifiers-*Insurance Institute of Highway Safety DC

Since 1969 the Insurance Institute of Highway Safety has concentrated on researching, demonstrating, and communicating to the public methods of reducing highway losses. The Institute has established a framework to classify the nature of each kind of loss (human, vehicle and equipment, and environment) in relation to the three phases of the crash event (precrash, crash, and postcrash) and the crash results. Precrash research has included work on drug or alcohol use in relation to driving, the effect of driver training, the effectiveness of drunk driving crackdowns,'' state policy screening for vehicles involved in unlawful activity, and defects in vehicle design. In the crash phase, the Institute's work has examined the contribution of such vehicle factors as size, passenger compartment characteristics, and restraint systems to injuries and particularly to those injuries suffered by children in automobiles or by pedestrians or suffered in accidents involving trucks or roadside structures. Postcrash research identified causes of vehicle fires and explored the adequacy of emergency care. Projects on crash results have studied the severity of injuries and their costs, motorcycle accidents, bicycle-motor vehicle collisions, pedestrian deaths, vehicular damage, carbon monoxide poisoning, the cost effectiveness of safety measures, and conceptual frameworks for highway loss problem solving. (Besides a bibliography of the Institute's publications and films on these subjects, information is included on the board of directors and Institute staff.) (ELG)

ED 160 767 CE 017 267

Sheppard, N. Alan And Others

Teaching Tips on Cultural Differences in Vocational Education. A Guidebook of Selected Activities for Teaching Students Who Are Ethnically and/or Culturally Different.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.; Virginia State Dept. of Education, Richmond. Div. of Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-77

Note-117p.

Available from-Harry L. Smith, Public Information and Publications, State Department of Education, Richmond, Virginia 23216 ($4.00)

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors-American Indians, Asian Americans, Behavior Patterns, Blacks, Cross Cultural Training, Cultural Awareness, Cultural Background, *Cultural Differences, *Cultural Education, Cultural Factors, Cultural Pluralism, Cultural Traits, Effective Teaching, Ethnicity, *Learning Activities, Performance Based Teacher Education, Secondary Education, Spanish Americans, Student Needs, Students, Teacher Evaluation, *Teaching Methods, *Vocational Education, *Vocational Education Teachers

Intended to aid secondary school vocational education teachers, this document provides learning activities for educators to use in meeting the needs of culturally diverse students and outlines strategies to improve teaching effectiveness in overcoming cultural differences. Section I summarizes background information on cultural pluralism and the cultural diversity in education. Four groups are identified as constituting the majority of ethnic groups in the U.S.: Blacks, American Indians, Hispanics, and Orientals. While section II gives an overview of cultural diversity in vocational education, section III is divided into parts to cover the attributes of each of the four major ethnic groups. Both sections II and III contain learning activities, objectives, group activity sheets, informative handouts, and annotated resource lists for additional information. The learning activities in section III primarily consist of discussions designed to increase the teacher's awareness of how cultural heritages differ from the Anglo culture that dominates the school system and how these differences can affect school behavior and performance of culturally diverse students. Section III also provides activities aimed at developing teaching strategies that recognize the uniqueness of Black-, Hispanic-, Asian-, and Native-American cultures. Section IV deals with implications for instructional strategies and the teacher's role in working with culturally diverse pupils, such as understanding the special psychological, emotional, and security needs of these students. (ELG)

ED 160 891 CE 018 406

Hughes, James H. Rice, Eric

Needs Assessment Procedure: Mainstreaming Handicapped. Volume I. Final Technical Report.

System Sciences, Inc., Chapel Hill, N.C.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

Pub Date-May 78

Contract-G0077C0070

Note-18p.; For a related document see CE 018 407

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Administrator Guides, Decision Making, Educational Strategies, Evaluation Methods, *Handicapped Children, *Mainstreaming, Material Development, *Needs Assessment, Program Evaluation, *Program Planning, *Vocational Education

The design and development of a needs assessment procedure to assist local vocational education administrators in planning a mainstreaming approach for handicapped students in vocational education was the purpose of this study. The methodology involved a review of the literature on the general mainstreaming topic, program planning, needs assessment procedures, barrier identification and analysis, program evaluation, mainstreaming handicapped in vocational education, and related areas and issues. Also, interviews were conducted with special education directors in five school systems. From the studies and reports reviewed, a procedure was designed and developed. It is conceptually based on a program planning and evaluation model with four components: (1) needs assessment and barriers identification; (2) development of strategies to meet needs and overcome barriers; (3) implementation of planned strategies, and (4) evaluation. The procedure features the nominal group process technique in the needs assessment and barriers identification phase, and the force field analysis technique in the development and selection of alternative strategies. An administrator's manual was prepared to guide application of the needs assessment and planning procedure at the local education agency level. (It is available as CE 018 406, Volume II of this two-volumed report.) (Author/JH)

ED 161 007 CS 004 441

Reading Instruction: Preschool and Elementary: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International," April through June 1978 (Vol. 38 Nos. 10 through 12).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date-78
Note-16p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Annotated Bibliographies, Basic Vocabulary, *Beginning Reading, Behavioral Objectives, Cloze Procedure, Computer Assisted Instruction, Content Analysis, Distinctive Features, Doctoral Theses, Elementary Education, Individualized Instruction, Learning Laboratories, Phonics, Preschool Education, Questioning Techniques, *Reading Achievement, *Reading Comprehension, *Reading Improvement, *Reading Instruction, Reading Research, *Reading Skills, Syllables, Teacher Influence, Teaching Techniques

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 22 titles deal with the following topics: computer-assisted instruction; school characteristics and reading achievement; the process of reading acquisition; on-task behavior, teacher involvement, and reading achievement; the design and use of junior high/middle school language arts/reading laboratories; a modified cloze procedure using context clues to improve reading comprehension; the effects of two modes of prereading assistance; behavioral objectives and reading achievement; the knowledge possessed by a group of elementary school principals about the teaching of reading; acquisition, maintenance, and generalization by three reading procedures; the California early childhood education program's effect upon reading curriculum and instructional methods; phonics instruction in ten basal reading series; individualized instruction and the cognitive and affective outcomes of second graders; the comparative difficulty of beginning reading vocabulary; distinctive feature training in teaching letter names; play orientation in picture books; the effects of reading comprehension questioning; code systems instruction and kindergartners perceptions of reading; syllables; a comparison of teaching strategies; student question generation; and cloze procedure as a strategy for improving reading skills. (FL)

Keith, Philip M.
Burkeian Invention, from Pentad to Dialectic.
Pub Date-78
Note-10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (29th, Denver, Colorado, March 30-April 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Composition (Literary), *Discourse Analysis, English Instruction, *Models, *Rhetoric, *Rhetorical Criticism
Identifiers-*Burke (Kenneth), Composition Process, *Rhetorical Invention

The rhetorical inventions of Kenneth Burke can help writers gain new perspectives on their topics and can put new life into the process of learning to write. The pentad, Burke's instrument for interpreting actual and potential motives, can help develop lines of thought that might never occur without some such model. Other inventional systems such as exploring the limits of agreement with the thesis, finding the complex in the simple, expanding the circumference, and translation afford opportunities to make writing an adventure in words and ideas. The importance of Burke has two bases: he is the major spokesperson in the United States in our century for a rhetoric grounded in dialectic and he offers a way of getting beyond our narrow concern with linguistic style so that writing becomes action and a matter of interpreting motives rather than being a linguistic process for processing information. (TJ)

Status Report on Speech Research: A Report on the Status and Progress of Studies on the Nature of Speech, Instrumentation for Its Investigation, and Practical Applications, April 1-June 30, 1978.

Haskins Labs., New Haven, Conn.
Report No.-SR-54 (1978)

Pub Date-78
Note-201p.; Some figures may not reproduce well due to small type
EDRS Price MF-$0.83 HC-$11.37 Plus Postage.
Descriptors-*Acoustic Phonetics, Acoustics, *Articulation (Speech), Dyslexia, Educational Research, Phonemics, Phonetics, Reading Habits, *Research, Research Methodology, *Speech, *Speech Communication, Speech Pathology, *Speech Skills, Syllables, Theories, Vowels
Identifiers-*Oral Language

This report is one of a regular series on the status and progress of speech research. Manuscript topics are categories and context in the perception of isolated steady-state vowels; tongue position in rounded and unrounded front vowel pairs; the reading behavior of dyslexics: is there a distinctive pattern?; articulatory units: segments or syllables; selective anchoring and adaptation of phonetic and nonphonetic continua; speech across a linguistic boundary: category naming and phonetic description; discrimination of subphonemic distinctions; anticipatory coarticulation: some implications from a study of lip rounding; rapid vs. rabid: a catalogue of acoustic features that may cue the distinction; acoustic characteristics of normal and pathological voices; speech synthesis by rule using the FOVE program; and segment duration, voicing, and the syllable. (FL)

ED 161 138 EA 010 955

Watson, Karilee Kay

An Analysis of Selected Variables of Organizational Structure and Their Relationship to the Rate of Adoption of School Reorganization in Iowa School Districts from 1956-1962.

Pub Date-Jun 78
Note-12p.; Paper presented at the Canadian School Trustees' Association Congress on Education (1st, Toronto, Ontario, June 17-21, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Adoption (Ideas), Comprehensive Districts, Educational Research, Elementary Secondary Education, Innovation, Organization, *Organizational Change, School Districts
Identifiers-*Iowa

The relationship between organizational structure and the rate of adoption of school reorganization was investigated in this study. Subjects included 139 Iowa school districts that were implementing the 1953 Iowa School Reorganization Law. This law mandated the consolidation of districts into larger community school districts. Variables concerning school organization included organizational structure, size, complexity, formalization, and financial state. Analyses were conducted through the Pearson Product Moment Correlation Coefficient Test for intercorrelations and the stepwise forward regression technique. Data were taken from official records of the Iowa Department of Public Instruction. Findings indicate that rapid reorganization was correlated with larger enrollment in grades 10-12, lower enrollment in grades 1-3, and larger geographical area. Slower reorganization was correlated with fewer buildings, teachers, and students; and with larger amounts for salaries, instruction, transportation, plant operation, and general fund levy. The study suggests indicators for determining when reorganization of a system is a favorable option. (Author/JM)

ED 161 206 EC 112 341

Learning Disabilities. Part I. Program 113.

George Washington Univ., Washington, D.C. Inst. for Educational Leadership.; National Public Radio, Washington, D.C.

Spons Agency-Carnegie Corp. of New York, N.Y.; Corporation for Public Broadcasting, New York, N.Y.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date-20 Mar 78

Note-23p.; The document is an Options in Education Transcript; For related information, see EC 112 342, for previous National Public Radio transcripts, see ED 131 648-652

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Definitions, *Incidence, *Labeling (of Persons), *Learning Disabilities

The first of a two-part radio transcript on learning disabilities contains discussion on definitional problems, incidence figures, and problems with labeling. Opinions of well known educators (including J. Gallagher, S. Kirk, and M. Frostig), are cited along with statements of parents and teachers. (CL)

ED 160 936 CG 012 881

Taylor, J. Rodney

To Search or Not to Search!

Pub Date-76

Note-10p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Civil Liberties, *College Students, *Constitutional Law, Government Role, *Government School Relationship, Higher Education, *Search and Seizure, State of the Art Reviews, Student Behavior, *Student Rights

Constitutional guarantees, as provided by the Bill of Rights, are enjoyed by all citizens. This principle applies no less to students with respect to their college or university domicile. Case law on this subject suggests that three questions must be answered to determine the reasonableness of residence searching: (1) by whom the search is conducted; (2) the specific reasonable cause precipitating a search; and (3) the circumstances under which evidence of unlawful activity is found. Careful and thoughtful consideration of the basic principles of search and seizure can help in avoiding legal difficulties and infringement of student rights. (Author/KA)

ED 160 985 CS 004 388

The Kentucky Standards of Excellence for Reading Programs.

Kentucky State Dept. of Education, Frankfort. Div. of Program Development.

Pub Date-Jun 78
Note-23p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Elementary Secondary Education, *Evaluation Criteria, *Program Evaluation, Program Improvement, Reading Instruction, *Reading Programs
Identifiers-Kentucky, Right to Read

Designed as a guide for reading program evaluation by a teacher, a school, or a school district, this booklet presents definitive objectives that may serve as guidelines for effecting change. It includes an evaluation scale in four major areas: environment, program management, learner, and school/community relations. Several evaluation criteria appear within each category. A profile at the end of the booklet allows a program's progress to be monitored as subsequent studies are made. (TJ)

ED 161 052 CS 204 433

Kelley, Jerome E.
Magazine Writing Today.
Pub Date-78
Note-205p.
Available from-Writer's Digest Books, 9933 Alliance Road, Cincinnati, Ohio 45242 ($9.95 cloth)
Document Not Available from EDRS.
Descriptors-Composition (Literary), *Creative Writing, *Expository Writing, Interviews, *Journalism, Language Patterns, News Writing, *Periodicals, Photography, *Publications, Publishing Industry, Research Tools, Writing, *Writing Skills
Identifiers-*Writing for Publication

Intended as a practical guide for persons interested in the field of free lance writing, this book provides information on the following topics: the individual's response to the magazine publishing market; magazines and the types of articles that are marketable; methods for locating story material; ways of questioning and interpreting an editor's reaction to articles; research sources for the writer; interviewing techniques; ways of organizing material; various types of leads; grammar, usage, and style; the endings for articles; avoiding writing mistakes; getting started in the magazine market; and using photography. The book contains appendixes on the history of magazines in the United States, proofreading symbols, and writers' rights. The informal style of the book mixes guidelines and suggestions with the author's personal experiences in writing. Some of the author's own stories are presented along with marginal notes on the procedure followed in researching and writing each story. (MAI)

ED 161 179 EC 111 956

Thomas, M. Angele
Beggers, Builders, Brothers.
Council for Exceptional Children, Reston, Va.
Pub Date-Sep 78
Note-18p.; Keynote Address presented at the Barkely Memorial Conference on "The Adolescent and Adult Handicapped: Living Working and Socializing in the Community" (Lincoln, Nebraska, September 22, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Adolescents, *Career Education, *Handicapped Children, Social Adjustment, *Socialization, *Vocational Education

The author examines gaps in services, especially vocational services, to handicapped adolescents and outlines priorities (including working with families and other community agencies) for meeting those needs. Trends in vocational and career education are reviewed, and the adolescents' socialization needs are addressed. (CL)

ED 161 232 EC 112 416

Watts, Charles A.

Final Technical Report of the California Learning Resource Center. September 1, 1974 Through May 31, 1977.

California Learning Resource Center, Los Angeles.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Report No.-54-4402-8047

Pub Date-30 Dec 77

Grant-300-75-0042

Note-61p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-*Handicapped Children, Inservice Programs, Instructional Materials, Media Selection, Program Descriptions, *Resource Centers, State Programs, *Technical Assistance

Identifiers-*California Learning Resource Center, Final Reports

The final report documents activities of the California Learning Resource Center (CLRC) which focused on developing an intrastate network of learning resource centers and university affiliates, providing technical assistance to the associate centers in special education and in preservice and inservice training, providing training in instructional technology for special education personnel, and introducing and disseminating an objective-based diagnostic/prescriptive approach to materials selection. An introductory section reviews the CLRC background, philosophy, and organization. Project activities for the 3-year period are listed, and a final section presents a summary of successes and impact and sets forth recommendations for future workscope activities. (CL)

ED 160 853 CE 018 152

Granum, Richard And Others
Relating with Significant Others. Georgia State Dept. of Education, Atlanta.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-May 76
Grant-V0244-VZ
Note-203p.; For related documents see CE 018 130-144, CE 018 146-147, CE 018 150, CE 018 154, CE 018 157-158, CE 018 161, CE 018 163, and CE 018 339 ; Not available in hard copy due to reproducibility problems;
Available from-Vocational Education Materials Center, Room 124, Fain Hall, Division of Vocational Education, College of Education, University of Georgia, Athens, Georgia 30601 ($3.31) related documents see CE 018 130-144, CE 018 146-147, CE 018 150, CE 018
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Career Awareness, Career Development, Career Education, Career Planning, *Classroom Communication, Classroom Techniques, Educational Objectives, Faculty Development, *Family Relationship, Guidance Programs, *Inservice Teacher Education, Instructional Materials, *Interpersonal Competence, *Interpersonal Relationship, Leaders Guides, Learning Activities, Occupational Guidance, Parent Child Relationship, Parent Participation, Peer Relationship, Program Development, Program Planning, Role Models, Secondary Education, Skills, Student Behavior, Student Teacher Relationship, Teacher Workshops
Identifiers-*Georgia Comprehensive Career Guidance Project

This document is one in a set of eight staff development training manuals developed to facilitate the efforts of educators in the planning and implementation of comprehensive career guidance programs on the secondary level (7-12). This series is based on the goals and developmental objectives identified by the Georgia Comprehensive Career Guidance Project. (See CE 018 130 for the final report of this project.) The introduction of each manual outlines these goals and objectives under the following three domains: interpersonal effectiveness; work and life skills; and life career planning. The nineteen activities presented in this manual on relating with significant others encourage maximum participant involvement and small group experiences. These activities cover the following subject areas: dimensions of positive interpersonal relationships; development of significant relationships in the school; and the development of significant relationships in the home. (The basic principles in this training manual are based on individual or Adlerian Psychology.) (The other seven staff development guides are available under ERIC CE 018 147, CE 018 150, CE 018 154, CE 018 157, CE 018 158, CE 018 161, and CE 018 163.) (BM)

ED 160 870 CE 018 287

Calculator.

Parma City School District, Ohio.

Spons Agency-Ohio State Dept. of Education, Columbus.

Note-18p.; The first two pages may not reproduce well because of faint print

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Calculation, Instructional Materials, *Learning Activities, *Mathematics Education, Secondary Education

Identifiers-Electronic Calculators

Five activities are presented in this student workbook on using the electronic calculator. Following the directions for using the machine, problems are given on multiplying and dividing, finding percentages, calculating the area of assorted polygons, changing fractions to decimals, and finding squares and square roots. (JH)

ED 160 912 CG 012 841

Brooks, Dianne K.

Counseling the Hearing Impaired Child in the Public Schools: Techniques and Strategies.

Pub Date- 78

Note-14p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (Washington, D.C., March 19-23, 1978); Not available in hard copy due to marginal legibility

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Aurally Handicapped, *Counselor Role, *Deaf Children, *Deaf Education, *Educational Legislation, Elementary Secondary Education, Federal Legislation, *Handicapped Children, *Mainstreaming, State of the Art Reviews

One of the most far-reaching results of the passage of the Education of All Handicapped Children Act (P.L. 94-142, signed into law November 29, 1975) is the increase in the number of deaf children being mainstreamed into regular public school programs. This increase in deaf children in public school programs will demand not only modification of existing academic programs to permit equal program accessibility to the deaf child, but also the development and implementation of appropriate support service systems. It is anticipated that the school counselor will emerge as the key support system for the deaf child attending a public school program. This increasingly important function of the counselor will necessitate an understanding of the specific social and psychological needs of the deaf child, and the strategies that may be employed to meet these needs. An overview of the social and psychological needs of the deaf child attending the public school system is provided. Suggestions and strategies for counseling and "outreach" support activities are offered. (Author)

ED 160 962 CG 012 919

Jennings, Dennis L. Ross, Lee D.

The Dilution of Stereotypes: When Non-Information'' is Informative.

Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.;
National Science Foundation, Washington, D.C.
Pub Date-78
Grant-MH-26736
Note-10p.; Paper presented at the Annual Meeting of the Western Psychological Association (58th, San Francisco, California, April 19-22, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Behavior Change, *Bias, *Cognitive Processes, *Prediction, Psychological Patterns, Research Projects, *Social Attitudes, *Stereotypes

The effect of stereotypes can be diluted by the presentation of additional facts about the target person. This dilution can be accomplished by the presentation of facts about the target person and by presenting no facts but simply inducing the subject to imagine or make guesses about the target person. A feature matching model is used to interpret the results. This model explains that both the irrelevant facts and imagination made the target appear less similar to a stereotyped person, or prototype. Thinking that the target did not fit some stereotype, subjects were unwilling to make extreme predictions. (Author/BN)

ED 161 075 CS 204 470

Abrahamson, Richard F.

The Ultimate Developmental Task in Adolescent Literature.

Pub Date- 78

Note-15p.; Study prepared at the University of Houston

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Adolescent Literature, Adolescents; *Death, *Developmental Stages, *Literature Appreciation, *Novels, Secondary Education, *Teenagers

The significance of adolescent literature has been judged on the basis of the developmental tasks encountered by the main character. One writer has identified eight developmental tasks that teenagers must undertake as they move toward adulthood: discovering one's sex role in our culture, developing relationships with peers, achieving an easy relationship with members of the opposite sex, accepting one's physical body, changing relationship with parents, working for pay, finding a vocation, and becoming aware of one's value patterns. A number of adolescent novels recently published include a ninth developmental task exposure to and acceptance of someone's death. Some novels show successful coming to terms with death, others show less successful adaptation. A few novels that include this task are Confessions of a Teenage Baboon'' and Pardon Me, You're Stepping on My Eyeball'' both by Paul Zindel, A Figure of Speech'' by Norma Fox Mazer, Cinnamon Cane'' by Melinda Pollowitz, and I Am the Cheese'' by Robert Cormier. In each instance, acceptance of the death of another is the key to maturity for the main character. (TJ)

ED 161 159 EA 010 982

Samter, Eugene C.

Use of Income as a Measure of Local Fiscal Ability in the State School Aid Formula. Occasional Paper #10.

Pub Date-Apr 78

Note-8p.; Not available in paper copy due to marginal legibility of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Educational Finance, *Equalization Aid, *Fiscal Capacity, Income, Property Taxes, Resource Allocations, Tax Effort

Identifiers-Income Tax, *New York

It is often suggested that measuring local fiscal ability by full valuation of property per public school pupil is inaccurate and inequitable. One substitute measure proposed is district income per pupil or a combination of district income and property value per pupil. However, using this measure would result in a rise in the aid ratios in only six areas in New York State. One other reason to oppose the use of income in measuring fiscal ability is that it does not actually reflect how much tax money is available for schools. Money available for schools depends on property values, not income. Also, in New York, property taxes are used for police and fire protection, street repairs, maintenance, and other activities besides education. In urban areas, these other local needs are greater than in rural areas and thus less money is available for schools. A more equitable measure of fiscal ability might be property value per capita rather than per public school pupil. If total population by school district is not available, total public and nonpublic school enrollment can be substituted since studies have shown this to have a high correlation with total population. (Author/JM)

ED 161 207 EC 112 342

Learning Disabilities. Part II. Program 114.

George Washington Univ., Washington, D.C. Inst. for Educational Leadership.; National Public Radio, Washington, D.C.

Spons Agency-Carnegie Corp. of New York, N.Y.; Corporation for Public Broadcasting, New York, N.Y.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date-27 Mar 78

Note-30p.; The document is an Options in Education Transcript; For related information, see EC 112 344. For previous National Public Radio transcripts, see ED 131 648-652

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Annotated Bibliographies, Delinquency, *Hyperactivity, *Identification, *Labeling (of Persons), *Learning Disabilities, Teacher Education

Identifiers-Feingold (B F)

The second of two transcripts from a radio series on learning disabilities (LD) presents interviews with educators, and LD adult, and physicians on such topics as problems of identifying LD students, stigmatizing labels, new tags for LD students, the need for additional teacher training, the relationship between LD and juvenile delinquency, hyperactivity, and the Feingold treatment. An annotated bibliography listing approximately 50 references is appended. (CL)

ED 161 271 FL 009 758

Toglia, Michael P. Battig, William F.
Handbook of Semantic Word Norms.
Pub Date-Jul 78
Note-152p.
Available from-John Wiley & Sons, Inc., One Wiley Drive, Somerset, New Jersey 18873 ($14.95)
Document Not Available from EDRS.
Descriptors-*Language Attitudes, Language Patterns, Lexicology, *Mathematical Linguistics, *Psycholinguistics, Rating Scales, Semantic Differential, *Semantics, *Structural Analysis, Student Attitudes, Values, Verbal Ability, Word Lists

This volume contains information derived from college student ratings of a large number and variety of individual words (along with some nonwords) for seven basic semantic characteristics. The primary data are rating values for over 2800 words for seven dimensions of special significance for current research on verbal behavior and related topics. These dimensions are concreteness, imagery, familiarity, pleasantness, categorizability, meaningfulness, and number of attributes. With the exception of the last, all have been previously scaled for smaller samples of words and/or nonwords. The presentation of the normative information is in the form of eight clusters of words that are mutually similar in their semantic properties, as well as a complete alphabetical listing of all words. This is the largest and most comprehensive source of basic normative information about the semantic characteristics of verbal materials. The book should be of special interest to researchers concerned with linguistics and/or verbal behavior for use in selecting or calibrating verbal materials. (Author/NCR)

ED 161 291 FL 009 815

Sienkiewicz, Linda

Phonological Evidence for Coordinate and Compound Bilingualism. Papers in Linguistics, 1974-1977: A Collection of M.A. Papers from Students in the Linguistics Department of Northeastern Illinois University.

Northeastern Illinois Univ., Chicago. Dept. of Linguistics.

Pub Date-Apr 74

Note-24p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Bilingualism, Bilingual Teachers, *Code Switching (Language), Contrastive Linguistics, English (Second Language), *Interference (Language Learning), *Language Dominance, *Language Processing, Language Proficiency, Learning Processes, Linguistic Theory, Native Speakers, Neurolinguistics, Phonemes, *Phonology, Psycholinguistics, Second Language Learning, Spanish, Spanish Speaking

The phonological switching processes of 16 bilingual (Spanish-English) adults were observed to provide phonological evidence for the coordinate/compound theory of bilingualism. Each subject was categorized as a coordinate or compound based on responses to a questionnaire. Subjects were recorded reading a mixed list of Spanish and English words. The results were distinctive for both the coordinate and compound groups. Speculations were made concerning possible phonological models for both bilingual groups. An explanation of the test results is based on the operation of the proposed coordinate and compound phonology systems. Implications for further related research are mentioned following a discussion of the results. This study has demonstrated that, in this instance, Spanish and English bilinguals store their Spanish and English phonologies as either one combined system or as two independent systems. (Author/NCR)

Misanchuk, Earl R.

Uses and Abuses of Evaluation in Continuing Education Programs: On the Frequent Futility of Formative, Summative, and Justificative Evaluation.

Pub Date-Apr 78
Note-22p.; Paper presented at the Adult Education Research Conference (San Antonio, Texas, April, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Adult Education, *Adult Education Programs, Evaluation Methods, Evaluation Needs, *Formative Evaluation, *Guidelines, *Program Evaluation, *Summative Evaluation
Identifiers-*Confirmative Evaluation, *Justificative Evaluation, Scriven (Michael)

Inappropriate uses in continuing education of Scriven's (1967) concepts of formative and summative evaluation are described by the author, and guidelines are presented to suggest when formative and summative evaluations are appropriate in continuing education programs. After clarifying what is meant by formative and summative evaluation, the author describes and explains the role of confirmative evaluation, an evaluation analagous to formative and summative evaluation but pertaining to programs that have been implemented for some time and are now up for review. A non-valid evaluation role, justificative evaluation, is also described and explained, and guidelines for obviating a need for that role are suggested. (Justificative evaluation is defined as an attempt to justify the design after the fact.) Finally, a list of conditional rules suggesting when to and not to use formative, summative, confirmative, and justificative evaluations is presented. (Author/BM)

ED 160 785 CE 017 649

Wisconsin K-12 Career Education Consortium. Final Project Performance Report. Volume I of Two Volumes.

Wisconsin State Dept. of Public Instruction, Madison.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-29 Jun 76
Grant-G007503906
Note-231p.; Parts of this document will not reproduce well because of poor print quality; For related documents see CE 017 650-651
EDRS Price MF-$0.83 HC-$12.71 Plus Postage.
Descriptors-*Career Education, *Consortia, Data Collection, Demonstration Programs, Elementary Secondary Education, Evaluation Methods, *Information Dissemination, *Needs Assessment, Program Descriptions, Program Development, Program Effectiveness, *Program Evaluation, *Program Improvement, Program Validation, Questionnaires, Records (Forms), School Districts, Surveys
Identifiers-Eau Claire Public Schools WI, Kimberly Public Schools WI, Madison Public Schools WI, Oregon Consolidated Schools WI, Public Law 93 380, Shawano Public Schools WI, Sheboygan Public Schools WI, Watertown Public Schools WI, *Wisconsin Career Education Consortium

Seven Wisconsin school districts formed a consortium to improve district level implementation of career education, K-12. Each district developed assessment and/or evaluation instruments to meet their specific needs, and circulated these instruments among all seven districts for review and feedback. After revision and field testing, these instruments were compiled in a kit and made available to other school districts. Each consortium district also produced and disseminated demonstration packets (twenty-two altogether) based on various facets of career education. Finally, each district was engaged in activities to meet its own needs and objectives. (This document presents the consortium-wide performance report and includes a large appendix containing a project profile, samplings of the instruments and demonstration packets, and other related materials; two accompanying documents contain the seven individual district performance reports, CE 017 650, and a third-party evaluator's report, CE 017 651.) Results indicated that the consortium project made a significant contribution to the enhancement of career education in the state, developed a number of good quality products, met incremental change levels identified by the schools, and provided dissemination activities that were effective and comprehensive in scope. Recommendations were made to increase the scope of the instruments and to determine the criterion-related validities of the instruments. (Author/BM)

ED 160 802 CE 017 745

Evaluating Career Education in the Arts: The Arts Center, Pawtucket, Rhode Island.

Policy Studies in Education, New York, N.Y.

Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.; Rhode Island State Council on the Arts, Providence.

Pub Date-Aug 76

Note-57p.; For related documents see CE 017 746, ED 114 586, and ED 120 411

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-*Art Education, Arts Centers, *Career Awareness, Career Choice, Career Education, *Changing Attitudes, Creative Activities, Cultural Opportunities, *Gifted, Job Skills, Objectives, Parent Participation, *Program Effectiveness, Program Evaluation, Questionnaires, Secondary Education, Summative Evaluation, *Talent Development, Talented Students

Identifiers-Public Law 93 380

The report evaluates a program designed to give talented and motivated high school students the basis for making career decisions in the arts by increasing the student's self-knowledge and knowledge about work in the arts. The evaluation is summative and measures the program's effectiveness in changing student and parent career awareness and attitudes about the arts. In the first of four sections, the program overview focuses on program origins, goals, objectives, staff and student participants, and major program activities. For example, under major program activities, two major courses are described: foundations for the arts and specialized training in a chosen area. Section 2 reviews procedures used in the student and parent surveys. For each survey, the questionnaire development, administration, and data analysis are explained. In section 3, survey results are presented. The reported overall finding is that students experienced little increased career awareness but very favorable attitudes toward the program. Copies of the survey instruments along with their results are included. The final section recommends changes in the student and parent components of the program. For instance, one recommendation is to intensify efforts to raise career awareness. (For a fuller description of the program see CE 017 746.) (CSS)

Legacy, James And Others

Competency Based Curriculum for Agricultural Occupations Programs Phase I Developing an Occupational Matrix and Completing a Job Title Purposive Study. Final Report.

Southern Illinois Univ., Carbondale.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.
Pub Date-78
Note-147p.; Not available in hard copy due to reproducibility problems
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Agricultural Occupations, Curriculum Development, Field Interviews, Field Studies, Horticulture, Interviews, Job Skills, *Matrices, *Occupational Surveys, Performance Based Education, *Research Methodology, Secondary Education, State Surveys, *Task Analysis, *Validity
Identifiers-Illinois

This study was the first phase of a three-phase study to develop, adopt, and implement competency based curriculum for Illinois agricultural occupations programs at the secondary level. As a procedural field test, phase I developed an occupational matrix for one of the U.S. Office of Education agricultural occupation program areas (horticulture) and tested task analysis validation procedures (purposive study) for one job title area retail florist. The horticulture matrix (a listing of job titles, business titles, and business area titles which comprise the industry) was accomplished by the listing of job titles assembled by a literature search and by the advice of an advisory committee, and then correcting them through telephone interviews with 138 businesses in the Illinois horticulture industry. The purposive study was conducted to validate the retail florist job title list of tasks for the geographic area (Illinois); data was obtained from a series of sixteen personal interviews. The occupational matrix findings revealed significant differences between the pre-interview and telephone interview data. The results of the retail florist study suggested that beginning employees require training in the areas of sales, delivery, and design while present curriculum emphasizes only the design element. For competency based curriculum development work in the other agriculture occupations areas, it is recommended that an occupational matrix be verified by field contact, and that the purposive study phase be included. (JH)

ED 160 837 CE 018 132

Gunderson, Margaret Stanton And Others

Comprehensive Career Guidance. Competency Rating Scale Manual. Grades 2-4.

Georgia State Dept. of Education, Atlanta.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-77
Grant-G007500339
Note-102p.; For related documents see CE 018 130-144, CE 018 146-147, CE 018 150, CE 018 152, CE 018 154, CE 018 157-158, CE 018 161, CE 018 163, and CE 018 339 ; Parts may be marginally legible due to colored background
Available from-Vocational Education Materials Center, Room 124, Fain Hall, Division of Vocational Education, College of Education, University of Georgia, Athens, Georgia 30601 ($2.00)
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-*Behavior Rating Scales, *Career Awareness, *Career Development, *Career Planning, Consumer Education, Educational Objectives, Elementary Education, Elementary School Guidance, Fused Curriculum, Grade 2, Grade 3, Grade 4, Guidelines, *Interpersonal Competence, Measurement Techniques, Occupational Guidance, *Performance Criteria, Skills, Student Evaluation
Identifiers-*Georgia Comprehensive Career Guidance Project

Presenting a set of guidelines for grades 2 through 4, this teacher's manual is one in a set of three competency rating scales which provide guidelines for the infusion of career guidance concepts into the elementary school curriculum. These rating scales were developed by the Georgia Comprehensive Career Guidance Project (Final Report, CE 018 130), which organized the career guidance needs of students in kindergarten through grade 6 under three domains: interpersonal effectiveness, work and life skills, and life career planning. These domains encompass thirty comprehensive goals which are divided into developmental objectives and are in turn further reduced to the specific competencies on which the scales are based. (The complete listing of domains, goals, and objectives is appended to this document.) The manuals are organized developmentally so that comparisons can be made between individuals or between groups. The use of the competency rating scales is described in this manual under the following sections: organization of skill level criteria; skill level criteria for grades 1 through 4; opportunities for rating students; examples of test situations; the rating scale (degree of proficiency); the rating form; and detailed directions for rating students. Examples of the student rating form and the developmental profile and suggestions for the use of the information obtained through the scales are also included. (Rating scales for grades K-1 and grades 5-6 are found in ERIC documents CE 018 131 and CE 018 133, respectively.) (BM)

ED 160 871 CE 018 308

Froede, Joan

Caves to Condos...Food, Shelter, Clothing. Introduction to Practical Arts, Grades 7 and 8. A Non-Sexist Curriculum Guide.

Colorado Univ., Denver. Inst. for Equality in Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-59p.; Not available in hard copy due to light print in original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Clothing Instruction, Curriculum Guides, *Daily Living Skills, Foods Instruction, Grade 7, Grade 8, *Home Economics Education, *Homemaking Skills, Housing, Human Relations, *Industrial Education, Junior High Schools, Learning Activities, Nutrition Instruction, Parent Child Relationship, Peer Relationship, Performance Based Education, *Practical Arts, Resource Materials, Sex Discrimination, Sex Stereotypes, Student Evaluation, Teaching Methods

This curriculum guide for grades 7 and 8 presents a one-semester course in the practical arts to provide students with the skills and knowledge necessary for everyday living. A unit is devoted to each of the four following topics: (1) food and nutrition, including meal preparation; (2) shelter, focusing on the financial aspects of housing, household repairs, appliances, and the basics of carpentry and electronics; (3) clothing, encompassing fabric knowledge, simple repairs, and the use of sewing machines and other tools; and (4) living in society, discussing babysitting, parent-child relationship, and peer relations. For each unit a rationale is given, followed by lists of the unit's goals, student skills required to meet the goals, a general time plan, suggested activities, and discussion topics. Among the suggested activities are guest speakers, field trips, games, role playing, bulletin board displays, and essay writing. Various teaching methods are discussed, emphasizing ways to confront sexism and sex stereotyping both in the classroom and in textbook or supplementary materials. An exercise is included to evaluate the students' achievement at the end of the course. Besides the bibliographic references, resource materials are listed with names and addresses of government and private sources. (ELG)

Reuder, Mary E. And Others

Changes in Personality Impressions Formed by Status-Oriented Individuals who Differ in Need-for-Social Approval (NA) or Locus-of-Control Reinforcement.

Pub Date-Mar 78
Note-13p.; Tables not filmed because of non-legibility; paper presented at the Annual Meeting of the Eastern Psychological Association (Washington, D.C., March, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Attribution Theory, College Students, Goal Orientation, Individual Psychology, *Locus of Control, Motivation, *Perception, *Personality, *Psychological Needs, *Reinforcement, Research Projects, *Social Status

Examined are changes in personality impressions formed by status-oriented individuals who differ in Need for Social Approval (NA) or Locus of Control of Reinforcement (I-E). Subjects recorded their initial and final personality impressions of speakers ascribed either high or low social status. High NA observers (or Externals) showed most positive changes in responding to low-status speakers. Low NA's were sensitive to high-status persons. Results extend Iverson's earlier findings and also definitional personality predictions. (Author)

ED 160 986 CS 004 393

Starks, Gretchen

Survival Skills for Competency in High School and College.

Pub Date-Aug 78

Note-9p.; Paper presented at the Annual Meeting of the International Reading Association World Congress on Reading (7th, Hamburg, West Germany, August 1-3, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Basic Skills, *Bibliographies, Higher Education, Senior High Schools, *Student Participation, *Student Projects, *Study Skills

A study skills course at the University of Minnesota Technical College Reading Center involves students by having them determine how study skills work for their situation, by using materials relevant to their academic classes, and by getting them to apply critical thinking to the learning process. Students conduct surveys, develop programs on good study habits for presentation to other students, contribute to a study file, and construct study aids as they develop their study skills. (An extensive bibliography concerning specific study techniques is included.) (TJ)

ED 161 030 CS 204 351

Francke, Warren T.

The Mass Communication Theories'' of the Muckrakers.

Pub Date-Aug 78

Note-24p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Audiences, *Change Strategies, *Changing Attitudes, *Communication (Thought Transfer), Federal Legislation, Information Utilization, Investigations, *Journalism, *News Reporting, Political Issues, Propaganda, *Public Opinion

Identifiers-*Muckrakers

While muckrakers such as Upton Sinclair, Ernest Poole, Thomas Lawson, and others chose individual approaches for their investigative reporting to the public, they shared some common assumptions about mass communication that influenced the operative impact of their views. In addition to adhering to a simplistic belief in the power of bare facts, these writers calculated the receptivity of their audiences, searched for the prime conditions to present their messages, and measured reader response according to indexes they devised themselves. Effective strategies included sarcasm in praising those who voted for dishonest politicians, pretended innocence in conveying startling facts, a tombstone photograph for a patent medicine fraud expose, and emotion-packed descriptions and insinuations. The muckraker studied public opinion, frequently commenting on its power and abuses, on how to predict it and how to measure it; the ultimate goal in investigative reporting was effecting a change in American society. Response was solicited directly, through requests for letters of complaint to the company or government agency responsible for the problem and through the endorsements of readers by increased circulation of the magazine or newspaper that printed the report. (MAI)

ED 161 097 CS 502 247

Tubbs, Stewart L.

Building a Career-Oriented Communication Curriculum.

Pub Date-Apr 75

Note-12p.; Paper presented at the Annual Meeting of the Central States Speech Association (Kansas City, Missouri, April 10-12, 1975)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Career Education, Changing Attitudes, *Communication (Thought Transfer), *Communication Skills, Curriculum Guides, *Engineering Education, *Industrial Education, *Information Theory, Journalism, Organizational Effectiveness, Speech Communication

Two career-oriented communication programs, developed specifically for engineering and industrial administration majors, are designed to integrate communication theory with skill development, organizational theory, and practical job experience. One of these, the industrial administration program, includes courses in written and oral communication, principles of psychology, small group interaction, organizational behavior, persuasion and attitude change, organizational communication, managing for effective performance, quantitative methods for behavioral analysis, and organizational development. The other program, in engineering, involves courses in written and oral communication, behavioral science, speech, communication in small groups, journalism, principles and techniques of interviewing, and principles of organizational development. Both of these programs are planned for the four-year student and additional courses are offered for overseas students and remedial students. (Brief course descriptions are included.) (MAI)

ED 161 117 EA 010 930

Druian, Greg
Community Groups: Keeping Them Alive & Well. Keys to Community Involvement Series: 1.
National School Public Relations Association, Arlington, Va.; Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jan 78
Contract-400-76-0025
Note-25p.; For related documents, see EA 010 931-944
Available from-National School Public Relations Association, 1801 North Moore Street, Arlington, Virginia 22209 ($2.00; $24.00 for set of 15 Keys; discounts available; payment must accompany order)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Citizen Participation, Community Action, *Community Involvement, Goal Orientation, *Group Dynamics, *Group Relations, *Leadership Responsibility, Meetings, *Organizational Effectiveness, Worksheets

The first in a series of booklets developed for governing boards, community leaders, group members, administrators, and citizens suggests techniques that can be used to maintain interest and enthusiasm in a group. The point of view taken suggests that for a group to maintain a high level of productivity, it will periodically need to examine itself in three major areas. A group will need to provide for change in membership, it will need to be able to adopt new goals, and it will need to maintain a flexible attitude toward its procedures. The booklets in the series are designed to help group leaders and members strengthen their skills in group processes, work cooperatively with others, and plan and carry out new projects. Topics include techniques to maintain enthusiasm in a group, ways that agencies can effectively use consultants, and factors that affect introducing and implementing new projects. The booklets in the series are adapted from a much more comprehensive set of materials and training activities developed and field tested by the Northwest Regional Educational Laboratory over the past several years in dozens of locations throughout the western United States. (Author/MLF)

ED 161 139 EA 010 956

Young, Wanda E.

Determination of Educational Policy by Futures Research Methods.

Pub Date-Aug 78

Note-16p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Decision Making, Educational Policy, Educational Research, Family Life Education, Futures (of Society), Higher Education, Planning, *Policy Formation

Identifiers-*Delphi Method

Futures research can help human beings have a better knowledge of things to come, determine needs, and set priorities for achieving goals. This paper surveys futures research methods, concentrating on the Delphi method of forecasting goals. The case study used to illustrate the Delphi method is a comparison of hierarchical, homogeneous, and heterogeneous panels of experts in specialist and generalist sections who determined priorities for a program in family studies. A questionnaire, evaluated by a 15-member advisory committee, was completed by 104 persons in six Delphi panels. The response to the three-round study was 89.4 percent, 82.7 percent, and 89.4 percent. The Delphi method was found suitable to develop objectives, course groupings, and content topics for a program in family studies. There were sufficient differences in the panels to warrant continued research into the characteristics of groups used to determine policy. (Author/JM)

ED 161 180 EC 112 034

Mental Retardation and the Law: A Report on Status of Current Court Cases. July 1978.
President's Committee on Mental Retardation, Washington, D.C.
Report No.-DHEW-OHD-78-21012
Pub Date-Jul 78
Note-48p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Civil Liberties, Classification, *Court Cases, *Court Litigation, Education, Employment, Institutions, Legal Problems, *Mentally Handicapped

The issue contains reports on seven new court cases regarding mental retardation and the law and updated information on 35 cases previously reported. Cases concern such issues as classification, commitment, education, employment, sterilization, and treatment. Also included is a feature article on the implications of Halderman v Pennhurst State School and Hospital for the future of institutions for retarded citizens. (CL)

ED 161 252 FL 009 616

Quinn, Terence J.

Theoretical Foundations in Linguistics and Related Fields. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5.

American Council on the Teaching of Foreign Languages, New York, N.Y.

Pub Date-74

Note-25p.

Available from-Not Available Separately; See FL 009 607

Document Not Available from EDRS.

Descriptors-Contrastive Linguistics, Elementary Secondary Education, Error Analysis (Language), Higher Education, *Language Instruction, *Language Research, Language Teachers, Linguistic Competence, Linguistic Performance, *Linguistics, *Linguistic Theory, Neurolinguistics, Psycholinguistics, *Second Language Learning, Semantics, Sociolinguistics, *Teacher Attitudes, Transformation Generative Grammar, Transformation Theory (Language), Trend Analysis

Identifiers-*Generative Semantics

Recent evaluations of the influence of linguistics on language teaching indicate that there is a growing gulf between the two fields. Linguistics failed to provide a sound theoretical foundation for language teaching; it did not alter the content of language teaching, nor did it successfully modify the attitudes of teachers. The parameters of the generative semantics controversy are considered, since it is the dominant issue underlying much of the discussion in contemporary linguistic theory. Current linguistics is preoccupied with theory building, and the concepts being elaborated are not likely to be of immediate relevance to language teaching. An example of divergence between theoretical linguistics and language pedagogy is the development of the competence-performance distinction. There is a need to expand the data base of research into language learning. A fruitful application of linguistic research is the study of error analysis, which could be thought of as the successor of contrastive analysis. Trends in developmental psycholinguistics, neurolinguistics, and sociolinguistics that might be promising to language teaching are discussed. (SW)

ED 160 752 CE 016 860

Rice, Eric Etheridge, Rose

Strategies to Eliminate Sex Stereotyping and Sex Bias: An Administrator's Manual.

System Sciences, Inc., Chapel Hill, N.C.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
Pub Date-77
Grant-300-75-0258
Note-213p.; Not available in hard copy due to marginal print quality in original document; For related documents see CE 016 861, CE 016 881-882, and CE 016 885-886
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Administrator Attitudes, *Administrator Education, Change Strategies, Community Programs, Discriminatory Legislation, Educational Needs, *Educational Strategies, Inservice Education, Labor Force, Needs Assessment, Program Development, Program Evaluation, Secondary Education, *Sex Discrimination, *Sex Stereotypes, State School District Relationship, *Vocational Education, Workshops

Part of a series devoted to identifying and evaluating strategies which vocational education administrators and instructors can use at the secondary student, teacher, or administrator level to eliminate sex stereotyping and sex bias in vocational education programs, this manual provides information to aid administrators in developing and implementing such programs. Divided into four sections, it contains material to meet administrator needs which were identified by a needs assessment survey. The first section includes suggested strategies for State Education Agencies' assistance to Local Education Agencies (LEA), programmatic strategies for the LEA to use on their own, and a list of program activities from which local vocational administrators can choose. To aid in designing program evaluations, the second section offers an introduction to evaluation methods and provides a checklist of evaluation questions. The next section is composed of four concept papers to give administrators basic information on the topics of (1) stereotypes, discrimination, and sexism; (2) sex stereotyping in school; (3) sex stereotyping, bias, and discrimination in the work force; and (4) sex discrimination and the law. In the final section, a two-to-three day workshop is described that combines general data, legal information, and solution activities for instructors, counselors, and administrators. A chart detailing the workshop's objectives, activities, and evaluation methods is included, followed by the materials (checklists, tests, information, and data analysis) needed to address each objective. (ELG)

ED 160 892 CE 018 407

Hughes, James H. Rice, Eric
Needs Assessment Procedure: Mainstreaming Handicapped. Volume II. A Manual for Vocational Education Administrators. Final Report.
System Sciences, Inc., Chapel Hill, N.C.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
Pub Date-May 78
Contract-G007700070
Note-88p.; For a related document see CE 018 406
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Administrator Guides, Decision Making, Educational Strategies, Evaluation Methods, Force Field Analysis, *Handicapped Children, *Mainstreaming, *Needs Assessment, Program Evaluation, *Program Planning, *Vocational Education
Identifiers-Education Amendments 1976, Education for All Handicapped Children Act, Nominal Group Process

Intended to assist local vocational education administrators in needs assessment and planning procedures for mainstreaming handicapped students, this manual presents a five-step process: (1) needs assessment and barrier identification (includes instruction in the nominal group technique process); (2), goal, objective, and strategy development (a general planning model is presented along with instructions on formation of a local planning committee); (3) criteria and process for strategy selection (use of the Force Field Analysis technique is presented); (4) planning activities for strategy implementation; and (5) planning for evaluation (types of evaluation, measurements, and preparation of an evaluation plan are discussed). Included in the appendixes are an instructional pamphlet which gives an overview of mainstreaming (history, legislation, definition) and lists of resources: organizations, institutions, and agencies; instructional materials (names, addresses, and brief description given); and planning materials (names, addresses, and brief description given). (The report of the project which developed and produced this manual is available as Volume I, ED 018 406.) (JH)

ED 161 008 CS 004 442

Behavioral Objectives: Elementary Reading. Revised.
Wichita Public Schools, Kans.
Pub Date-74
Note-145p.
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Behavioral Objectives, Elementary Education, Phonics, Reading Comprehension, *Reading Skills, *Sequential Approach, Structural Analysis, Study Skills, *Teaching Guides, Vocabulary

Recognizing that behavioral objectives do not constitute a reading program but rather are instruments by which teachers may continually evaluate students' progress, determine their instructional needs, develop programs to meet those needs, and assess the results of those programs, this manual provides suggested behavioral objectives for four major reading skills areas (vocabulary, word attack, comprehension, and study skills). The skills are presented in sequential order with each skill building on those which precede it. Behavioral objectives and practices to achieve the objectives are presented in chart form for each skill area. (FL)

ED 161 053 CS 204 434

Waiser, Joni

Mass Media: A Student's Guide to Reference Resources.

McGill Univ., Montreal (Quebec). McLennan Library.

Pub Date-78

Note-31p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Annotated Bibliographies, *Mass Media, *Newspapers, *Periodicals, *Radio, *Resource Guides, *Television

Intended to assist students in locating information and literature for the sociological study of the media, this guide concentrates largely on radio, television, newspaper, and magazine reference sources. The first section of the guide lists reference works, including handbooks; English, French, and bilingual dictionaries and encyclopedias; biographies; histories containing bibliographies; directories of organizations, associations, and libraries, of publications, and of radio and television broadcasting; and guides to educational and publishing opportunities. The second section, bibliographies, falls into three categories: current general and special bibliographies; retrospective bibliographies, including those dealing with general topics, foreign emphasis, and special subjects; and bibliographies of theses concerning the media. (FL)

Stephens, Beth And Others
Cognitive Remediation of Blind Students. Final Report.
Texas Univ., Dallas.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Nov 77
Grant-G007407445
Note-112p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-Abstract Reasoning, *Blind, Classification, *Cognitive Development, Conservation (Concept), Elementary Secondary Education, Exceptional Child Research, Imagery, *Remedial Programs, Thought Processes, Visually Handicapped
Identifiers-Piaget (Jean)

Thirteen congenitally blind students (6-18 years old) who participated in a 2-year Piagetian-oriented remedial program experienced significant gains on 22 of 26 reasoning variables (as measured by a Piagetian battery), compared to a non-treatment group of Ss which achieved significant gains on seven of 26 variables. Results suggested the need for programs to train teachers of the visually handicapped in the application of Piagetian-based strategies. (Included are information on adaptation of reasoning tasks for the blind Ss and detailed analyses of results in conservation, classification, mental imagery/spatial relations, and formal-abstract relation.) (CL)

ED 160 913 CG 012 843

Stonner, David M.

Style and Strategy in the Performance of the Adult Version of the Matching Familiar Figures Test.

Pub Date- 76

Note-20p.; Best Copy Available

Available from-Department of Psychology, Oakland University, Rochester, MI, 48063

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Adults, College Students, *Performance Factors, *Personality Tests, Research Projects, *Testing, *Test Results, Test Validity, Test Wiseness

Identifiers-*Matching Familiar Figures (Kagan)

The performance of college students on the adolescent-adult version of the Matching Familiar Figures (MFF) test was examined in three studies to determine the effects of strategies on performance. With the standard instructions for the MFF, performance was found to be unrelated to test anxiety or extraversion and was parallel in many respects to the performance of children on the equivalent form of the MFF. Instructions which emphasized accurate performance were effective in reducing errors and increasing latencies, but did not substantially alter the range of performances. Instructions which minimized feedback about performance and eliminated the most obvious cues for implicit strategies indicated that performance was more related to information processing style than to implicit strategies for performance. An alternative means of measuring performance on the MFF which attenuates performance differences that result from implicit strategies and allows for a more meaningful comparison of performances from different studies was proposed. (Author)

ED 160 938 CG 012 883

Trujillo, Roberto G., Comp. Stevenson, Rosemary M., Comp.
Third World Students and Counseling: A Selected Bibliography.
Pub Date-Mar 78
Note-38p.
Available from-Regents of The University of California, Librarian's Office, University of California, Santa Barbara, Calif., 93106 ($2.00)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Alaska Natives, *American Indians, *Asian Americans, Bibliographies, *Blacks, Community Services, *Counselor Role, Educational Environment, Mexican Americans, *Minority Groups, *Spanish Speaking

This bibliography reflects literature on counseling minority groups primarily in educational and school setting, though some works discuss counseling minorities in a community setting. Citations were the result of a manual search of numerous indices. The literature search was limited to the period from 1965 to December of 1977. This work is divided into five main sections. It contains works dealing with counseling the Chicano and other Spanish speaking groups; American Indians; Blacks; Asian Americans; and general writings discussing counseling of minorities in general. Only two citations relate to ethnic groups outside the four noted above Alaskan and Haitian. (Author)

ED 160 963 CG 012 920

Erkut, Sumru

Sex Differences in Attribution of Achievement and Actual Achievement.

Pub Date-77

Note-29p.; Paper presented at the Annual Convention of the American Psychological Association (San Francisco, California, August 26-30, 1977); Best Copy Available ; Not available in hard copy due to print quality

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Academic Achievement, *Attribution Theory, Expectation, *Grade Prediction, Higher Education, *Performance Factors, Research Projects, *Self Evaluation, *Sex Differences, Sex Role, Student Motivation

One-hundred-seventy-six male and 116 female college freshmen took part in a questionnaire study of sex differences in attribution of achievemnt. Achievement was operationalized as grade point index, a performance measure of significance to the subjects, where success-failure feedback is contingent on one's own performance. The best predictor of future grade point average was the previous semester's grades. Expectancy was also predictive of future achievement but through its association with past achievement. Sex differences in attribution were poor predictors of achievement as well as expectancy. It was suggested that sex differences in attributions may be reflections of sex-role orientation but are unrelated to actual achievement. (Author)

ED 160 987 CS 004 394

Ohnmacht, Fred W. Fleming, James T.

On the Differential Transfer of Abilities to Reading.

Pub Date-Oct 77
Note-8p.; Paper presented at the Annual Meeting of the Reading Association of Ireland (2nd, Dublin, Ireland, October 6-8, 1977)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Developmental Stages, *Learning Disabilities, *Learning Processes, Maturation, *Perceptual Development, Primary Education, *Reading Ability, *Reading Research, Reading Skills, Remedial Reading, *Retarded Readers, *Transfer of Training

The difficulties children have when learning to read vary from child to child and from age to age. Some learning variables transfer as a child develops so that skills acquired in early learning stages transfer to more mature stages of development. However, the abilities that transfer and produce effects at one stage of learning may be different from those that transfer at later stages of learning. Among poor readers, at least two factors may differentiate among individuals: slow maturation of the brain and impaired cerebral function due to damage. Other complexities may also be involved in a child having difficulty learning to read so that it is inaccurate to suppose that poor readers form a homogeneous group. (TJ)

ED 161 076 CS 204 471

Bouvier, Jeff And Others

Curriculum Guide for Junior High School English (Grades 7, 8, and 9). Revised Draft.

Darien Public Schools, Conn.

Pub Date-78

Note-173p.

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors-Adolescent Literature, Assignments, Communication Skills, *Composition Skills (Literary), *Curriculum Guides, Educational Objectives, *English Curriculum, *English Instruction, Junior High Schools, Learning Activities, *Literature Appreciation, *Teaching Techniques, Units of Study

The instructional program outlined in this curriculum guide is designed to develop junior high school students' communication skills and their appreciation for and enjoyment of the communication arts. The first part of the guide deals with developing skills in written composition, grammar and usage, spelling, vocabulary, speech, and library skills. The section on written composition provides numerous suggestions for effective writing, sample assignments and activities, and examples of effective writing; the other skills sections provide such aids as lists of grammar objectives and requirements, basic spelling and vocabulary lists, and suggestions for speech-making activities and library reference work. The second part of the guide discusses the reading of short stories and novels, mythology and the Bible, drama, and poetry. Numerous literary works are recommended for each of the categories, while specific activities, composition topics, and approaches to the works are suggested. An appendix provides brief descriptions of optional units that combine work in language, literature, and composition. (GW)

ED 161 160 EA 010 984

Guidelines for Student Rights and Responsibilities. Final Report of the Committee on Student Rights and Responsibilities.

Utah State Board of Education, Salt Lake City.

Pub Date-76

Note-75p.; Not available in paper copy due to small print of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Discipline Policy, Educational Discrimination, Elementary Secondary Education, Grievance Procedures, Noninstructional Responsibility, *Student Responsibility, *Student Rights, Student School Relationship

Identifiers-Utah

This publication contains guidelines for Utah local school officials developing school policies concerning student rights and responsibilities. Following an introductory section, section 2 presents guidelines for student rights and responsibilities related to the relationship between students and educational institutions. These guidelines concern compulsory attendance; student records; cigarettes, alcohol, and drugs; dress and grooming; married or pregnant students; evaluation of educational programs; field trip expenses; basic educational skills; discrimination; and student participation in school decision-making. Section 3 presents student rights and responsibilities related to student affairs. These include First Amendment rights; freedom of religion; civil rights and responsibilities of the 18-year-old; student government; equal opportunity in sports; and extracurricular activities. Section 4 presents student rights and responsibilities relating to discipline and grievance. These include grievance procedures; arrest and interrogation of students; search and seizure; suspension, expulsion, and exclusion; and corporal punishment. An appendix contains suggested grievance procudures. (JM)

ED 161 181 EC 112 035

The Status of Handicapped Children in Head Start Programs. Fifth Annual Report of the U.S. Department of Health, Education, and Welfare to the Congress of the U.S. on Services Provided to Handicapped Children in Project Head Start.

Administration for Children, Youth, and Families (DHEW), Washington, D.C.

Pub Date-Feb 78

Note-37p.; Some of the print may be poor due to color in the original; For the fourth annual report, see ED 143 148

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-000-00207-4)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Annual Reports, Early Childhood Education, *Exceptional Child Services, *Handicapped Children, *Statistical Data

Identifiers-*Project Head Start

The report provides information on distribution of and services provided to handicapped children in Head Start. It is explained that the report is based on a survey from the 1976-1977 Full Year and 1976 Summer Head Start programs. An introductory section provides an overview of Head Start policies and services to handicapped children. The status of handicapped children in Head Start is depicted in terms of the number enrolled and types and severity of handicapping conditions. Services, including outreach, diagnosis and assessment, mainstreaming and special services, and parent programs, are examined. Appended are survey results of handicapped children in Head Start by state. (CL)

ED 161 208 EC 112 343

Kids in Mental Institutions. Part I. Program 130.

George Washington Univ., Washington, D.C. Inst. for Educational Leadership.; National Public Radio, Washington, D.C.
Spons Agency-Carnegie Corp. of New York, N.Y.; Corporation for Public Broadcasting, New York, N.Y.; National Inst. of Education (DHEW), Washington, D.C.
Pub Date-24 Jul 78
Note-27p.; The document is an Options in Education Transcript; For related information, see EC 112 344. For previous National Public Radio transcripts, see ED 131 648-652
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Case Studies, *Emotionally Disturbed, *Institutionalized Persons, *Institutional Schools, *Institutions, Residential Programs

The first of a two-part radio transcript on emotionally disturbed children in mental institutions presents interviews with five institutionalized children and their doctors. Also described are classrooms at the Texas State Mental Hospital. Contents focus on the reasons for institutionalization, adjustment to treatment, and prognosis for leaving the institution. (CL)

ED 161 272 FL 009 766

Report on Bilingual Education, 1975-76.
Michigan State Dept. of Education, Lansing.
Pub Date- 76
Note-26p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Biculturalism, *Bilingual Education, *Bilingualism, *Bilingual Schools, Bilingual Students, Bilingual Teachers, *Board of Education Policy, Cultural Pluralism, Educational Assessment, Educational Legislation, *Educational Policy, Elementary Secondary Education, English (Second Language), Language Instruction, Language Maintenance, Language Programs, Minority Groups, Program Development, Second Language Learning, State Legislation, State Programs
Identifiers-Michigan, *Michigan Department of Education, Michigan Public Act 294

The purpose of this report is to fulfill the statutory requirement (Public Act 294, 1974) that the Michigan State Department of Education make an annual report relative to bilingual instruction programs to the legislature and the governor.'' The report is designed to present the information necessary to understand the 1975-76 status of bilingual education and the degree to which Public Act 294 has been implemented. This report describes the requirements of compliance with the act and the steps taken to meet them. Activities undertaken are: formulating a position statement, determining need, securing and utilizing resources, technically assisting school districts, conducting workshops and establishing an advisory council and reviewing department policies. The State Board of Education feels that the legislature must provide adequate financial resources for the Department of Education to provide technical assistance to the local school districts required to implement bilingual instruction programs. (Author/NCR)

ED 161 292 FL 009 817

Baginski, Geraldine J.

Language Contact: Spanish in the 70's. Papers in Linguistics, 1974-1977: A Collection of M.A. Papers from Students in the Linguistics Department of Northeastern Illinois University.

Northeastern Illinois Univ., Chicago.
Pub Date-Oct 78
Note-19p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Adjectives, Adverbs, *Bilingualism, Cubans, English (Second Language), *Error Analysis (Language), Interference (Language Learning), Language Patterns, *Language Research, *Language Usage, Language Variation, Nominals, Puerto Ricans, Questionnaires, *Spanish, Spanish Speaking, Translation, Verbs

Identifiers-Illinois (Chicago), *Interference (Language Usage), *Language Contact

Areas of interference between English and the Spanish of some Puerto Ricans and Cubans in Chicago is the subject of this study. Fifty-nine informants were provided with a list of everyday expressions in English, which they were to express in Spanish. The informants were classified according to education, degree of knowledge of English, and degree of bilingualism. The areas of suspected interference are discussed under four headings: nominal, verbal, adverbial and adjectival. The following patterns of interference were evident: compounding in Spanish, translation of fixed pairs, the use of the verb trabajar,'' the increasing frequency of the expression para atras,'' passive transformations, the use of tomar ventaja'' instead of abusarse de'' or aprovecharse de,'' hacer'' instead of tener'' in tener sentido,'' the confusion of como'' and cuanto,'' and the incorrect choice of adjectives. Numerous examples are included, and the questionnaire used as the basis of the study is appended. (AMH)

ED 160 735 CE 015 693

Vocational and Special Education. Program Review. A Study Conducted on Behalf of the State of Alaska Department of Education Dr. Marshall Lind, Commissioner.

Martini and Associates, Ltd., Anchorage, Alaska.
Spons Agency-Alaska State Dept. of Education, Juneau.
Pub Date-72
Note-72p.; Not available in hard copy due to reproducibility problems
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Comparative Analysis, *Cost Effectiveness, *Educational Accountability, Educational Finance, Elementary Secondary Education, *Enrollment, Enrollment Rate, Exceptional Child Services, Field Interviews, Financial Support, *Income, Program Evaluation, School Districts, *Special Education, *Vocational Education
Identifiers-Alaska

The State of Alaska Department of Education, through management consultants, conducted a study in eight selected school districts to ascertain the following: (1) effectiveness of vocational education programs offered at the secondary level, (2) adequacy of special education services provided to exceptional children at all levels, and (3) comparative analysis of state fiscal impact in the areas of vocational and special education. Program information was obtained through interviews with school personnel. For the years 1970-71 and 1971-72, enrollment analysis, cost analysis, and revenue analysis were performed for vocational education and special education programs in each district. On the basis of the accumulated data, certain general findings and recommendations were formulated. Two of the eight major findings in vocational education revealed the following: program administrators appear to disagree philosophically with the basic purpose of vocational education, and the Foundation Support formula favors small school districts with small school enrollments and discriminates against medium and large school districts that enroll over fifty full time equivalent students. The special education portion of the study found a wide discrepancy in state services to exceptional children. Geographic isolation, peculiar makeup of student populations, lack of trained teaching staff, and lack of ancillary support services contribute to these discrepancies. (CSS)

ED 160 768 CE 017 286

White, Robert

An Alternative Pattern of Basic Education: Radio Santa Maria. A Study Prepared for the Unesco Institute for Education in Collaboration with the International Educational Reporting Service. International Bureau of Education, Geneva (Switzerland).

Pub Date-76

Note-128p.

Available from-UNIPUB, P.O. Box 433, Murray Hill Station, New York, New York 10016 ($4.95)

Document Not Available from EDRS.

Descriptors-Academic Achievement, *Adult Basic Education, Alternative Schools, Changing Attitudes, Community Involvement, Comparative Analysis, *Continuous Learning, Conventional Instruction, Course Descriptions, Educational Background, Educational Innovation, Educational Objectives, *Educational Radio, Enrollment, Flexible Scheduling, *Foreign Countries, Illiterate Adults, Instructional Media, Outreach Programs, Program Administration, Program Evaluation, *Programing (Broadcast), *Rural Education, Self Directed Groups, Student Costs

Identifiers-Dominican Republic, Radio Santa Maria

This is a descriptive case study and evaluation of Radio Santa Maria, which provides the Dominican Republic's rural adult population with basic education programs. The report examines the station in the light of five fundamental lifelong education goals: flexibility in the educational process, linkage of educational resources, relating of formal education to daily learning experiences, maturity and self-realization, and the capacity for self direction in learning. The first part, presented briefly in chapters 1-2, describes the socio-economic and educational background of the Dominican Republic and of the students. The second part, chapters 3-5, describes how the Radio Santa Maria model works (including curriculum and educational methodology, etc.) and analyzes the institutional design from the standpoint of realizing lifelong education goals. The third part, chapters 6-9, examines alternative education outcomes. Chapter 6 contains student statistics; Chapter 7 compares radiophonic students' academic achievement with that of students in conventional classrooms; Chapter 8 examines the radiophonic school's influence on students' attitudes and values; and Chapter 9 compares costs per student in radio schools to costs per student in traditional programs. The final chapter summarizes the alternative basic education innovations. Appendixes contain a Dominican Republic map, student statistics, semi- and non-formal education models, budget estimate, and sample program. (CSS)

ED 160 803 CE 017 746

Carroll, Karen Lee

Center for Career Education in the Arts. Annual Report, July 1, 1975 to June 30, 1976.

Rhode Island State Council on the Arts, Providence.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date- 76
Grant-G007502312
Note-61p.; For related documents see CE 017 745, ED 114 586, and ED 120 411

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Annual Reports, *Art Education, *Arts Centers, Career Choice, Career Development, *Career Education, Career Exploration, Creative Activities, Cultural Environment, Cultural Opportunities, *Gifted, *Interdisciplinary Approach, Objectives, Parent Participation, Program Descriptions, Secondary Education, *Talent Development, Talented Students

Identifiers-Public Law 93 380

This report reviews a program designed to help talented high school students explore the arts. In the first of five sections, major program activities are defined as those intended to increase the students' self knowledge, knowledge of work in the arts, and ability to relate the two in career decision making. Emphasis is on the engagement of working artists to address the student's specialized and interdisciplinary needs. Supportive services for parents, a high staff-to-student ratio, training in an alternative setting, and preservice training for artists as teachers are also mentioned as program activities. A participant summary is included. Section 2 evaluates the attainment of student, parent, and process objectives. For example, the first objective, increasing the student's self knowledge, examines student reflections and reviews the program processes. Processes are described as individual conferences, daily assignments, multiple talent exploration, work evaluation, and problem confrontation. In section 3, anticipated changes and recommendations such as those related to work accreditation, regional participation, new facilities, and improved scheduling are included. The fourth section discusses the major dissemination activities. Related materials are appended. The final section briefly reports on special activities such as attempts to reduce sex stereotyping. An annual report abstract is also presented. (For the evaluation report, see CE 017 745.) (CSS)

ED 160 854 CE 018 154

Moyer, Phillip C. And Others
The Educational Environment. Georgia State Dept. of Education, Atlanta.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-May 76
Grant-V0244-VZ
Note-241p.; For related documents see CE 018 130-144, CE 018 146-147, CE 018 150, CE 018 152, CE 018 157-158, CE 018 161, CE 018 163, and CE 018 339
Available from-Vocational Education Materials Center, Room 124, Fain Hall, Division of Vocational Education, University of Georgia, Athens, Georgia 30601 ($3.13)
EDRS Price MF-$0.83 HC-$12.71 Plus Postage.
Descriptors-Career Awareness, Career Development, Career Education, Career Planning, *Educational Assessment, *Educational Environment, *Educational Methods, Educational Objectives, Educational Planning, Faculty Development, Guidance Programs, *Individual Development, *Inservice Teacher Education, Instructional Materials, Interpersonal Competence, Leaders Guides, Learning Activities, Occupational Guidance, Problem Solving, *Program Development, Program Planning, *Resource Centers, Secondary Education, Skills, Teacher Workshops, Tutoring
Identifiers-*Georgia Comprehensive Career Guidance Project

This document is one in a set of eight staff development training manuals developed to facilitate the efforts of educators in the planning and implementation of comprehensive career guidance programs on the secondary level (7-12). This series is based on the goals and developmental objectives identified by the Georgia Comprehensive Career Guidance Project. (See CE 018 130 for the final report of this project.) The introduction of each manual outlines these goals and objectives under the following three domains: interpersonal effectiveness; work and life skills; and life career planning. The thirty-nine activities presented in this manual on the educational environment encourage maximum participant involvement and small group experiences. These activities cover various strategies which can be used to improve the school learning environment. These strategies include: assessment; tutoring; individual skills development (interaction skills and learning skills); problem-solving; educational planning; environmental appraisal; and the organization of an educational development center. (This center is defined as an area for organized functions that may be provided in a given location or in several locations by a number of people serving as a team.) (The other seven staff development guides are available under ERIC CE 018 147, CE 018 150, CE 018 152, CE 018 157-158, CE 018 161, and CE 018 163.) (BM)

ED 161 009 CS 004 443

Hey, James W.

A Comparison of Reading Miscues and Writing Miscues.

Arizona State Univ., Tempe.
Spons Agency-National Council of Teachers of English, Urbana, Ill. Research Foundation.
Pub Date- 75
Note-32p.; For related documents, see CS204472-475
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Elementary Education, Grade 4, Intermediate Grades, *Language Research, *Miscue Analysis, *Reading Research, *Sentence Combining, Spelling, *Writing Skills
Identifiers-*Writing Miscues

In order to understand more fully how young people process written language, miscues made by fourth grade students in both the reading process and the writing process were studied. Miscues which occurred in signaled sentence combining exercises were compared with miscues in reading determined by procedures developed by Goodman and associates. The results of the study indicated that there is a high correlation between phonological/pronunciation miscues in reading and spelling miscues in writing, while lexical/syntactic/semantic miscues in reading and similar miscues in writing show distinctively different patterns. The miscues of addition and substitution are more frequent in reading; the miscues of omission are more frequent in writing. Evidence from the phonological/pronunciation miscues in reading supports the Chomskian theories about the relation of the sound structure of English to the orthography. It was concluded that reading and writing should not be kept apart in the instructional process. (MKM)

ED 161 031 CS 204 356

Kalupa, Frank B. Trotter, Edgar P.

Precision Communication: Interactive Computer Applications in Data-Based Public Relations Programs.

Pub Date-Aug 78

Note-19p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Business Communication, Communication Skills, *Computer Assisted Instruction, *Computer Oriented Programs, Computers, Educational Technology, Higher Education, Instructional Media, *Public Relations, *Research Projects, *Research Tools, *Teaching Techniques

To develop research capabilities among public relations professionals, a research teaching program was begun as part of an advanced undergraduate course using an online computer terminal system to analyze up-to-date field survey data. Students use an interactive computer program designed to provide a linking system of live research data and active computer analysis in comprehensive and realistic audience-targeted communications programs. Students are given simple instructions on how to use particular available programs and after they receive an assignment for a particular campaign, run their programs, learning through the laboratory experience of trial and error. Students study the data, discuss it, learn to ask sophisticated questions, and learn to crosstabulate. The objective of such teaching is to introduce students to the research process, to expose them to a technology which is becoming integral to many organizations, and to teach the concept of audience targeting of communications. Both student and faculty evaluations have consistently found this to be an effective method of instruction. (TJ)

ED 161 140 EA 010 957

Zigarmi, Drea Sinclair, Ron

The Effect of a Strike on Organizational Climate and Leadership: A Study of a Middle School.

Pub Date-78

Note-14p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Educational Environment, Educational Research, Elementary Education, *Leadership Qualities, *Organizational Climate, Secondary Education, Tables (Data), *Teacher Strikes

Identifiers-Leadership Adaptability Style Inventory, Ohio

In the 1976-77 academic year, a study conducted at an Ohio middle school revealed the negative effects a strike had on teacher perceptions of climate and leadership. The original focus of the research study was to evaluate the impact of experimental curriculum, but after the unanticipated strike, it was realized that unbiased, prestrike data would be beneficial in the analysis of the effect of a strike on climate and leadership. A pre-post design was used with an author-developed climate questionnaire and the Leadership Adaptability Style Inventory. Both instruments were administered to 40 teachers before and after a two-week district-wide strike. The results show a significant drop in climate in all five attitude subscales of communication, innovation, professionalism, inservice, and decision-making. Also a significant change was noted in the principals' leadership style as measured by the Leadership Adaptability Style Inventory. Most of these changes were related to perceptions of the principal's accessibility and receptivity. The results suggest that a strike costs a system more than money: It inevitably costs the district the goodwill, credibility, and trust that must be present between teachers and administrators and among teachers to truly make a school a humane and productive place. (Author/JM)

ED 161 253 FL 009 617

De Lorenzo, William E.

Quality and Relevance in Teacher Education. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5.

American Council on the Teaching of Foreign Languages, New York, N.Y.
Pub Date-74
Note-18p.
Available from-Not Available Separately; See FL 009 607
Document Not Available from EDRS.
Descriptors-Admission Criteria, Effective Teaching, Higher Education, Inservice Teacher Education, Instructional Improvement, Language Attitudes, *Language Instruction, *Language Teachers, Performance Based Teacher Education, *Professional Training, Public Relations, *School Community Relationship, Second Language Learning, *Teacher Education, *Teacher Responsibility

Achievement and maintenance of high quality, relevant teacher education are two of the foreign language teaching profession's most pressing problems. Several of the responsibilities that the profession must assume in order to deal with these problems are improving the esteem for the profession, identifying professional commitment, controlling admission to teacher education programs, post-admission monitoring, commitment to professional growth and improvement, and developing exemplary teacher training programs. A number of activities can be conducted to enhance the profession's public image: (1) a language exposition that features student-made projects; (2) a foreign language student day that includes poetry, skits, and dances; (3) an international banquet; and (4) a foreign language visitation program. Teachers should be exposed to supervised observations, tutoring, teacher aides, summer camps, and community recreation centers. High standards for entry into teacher education programs should be preserved by screening that includes personal interviews; letters of support from previous instructors, employers, and other qualified persons; and a proficiency test in the content area. Performance-based teacher education programs and inservice programs that involve extensive participant planning are suggested. Teacher training programs should incorporate innovative strategies that are flexible, individualized, humanized, interdisciplinary, and performance-based. (SW)

ED 161 054 CS 204 435

Stalker, James C.

Reader Expectations and the Poetic Line.

Pub Date-78

Note-18p.; Paper presented at the Annual Interdisciplinary Conference on Linguistics (4th, Louisville, Kentucky, April 7-8, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Language Patterns, Language Rhythm, *Literary Conventions, *Phrase Structure, *Poetry, Poets, *Syntax

Identifiers-Dickey (James), Olson (Ted), *Poetic Line, *Reader Response

The form of the print poetic line is partially determined by the expectations of the potential readers since authors, as participants in the common literary heritage of their culture, make use of the common expectations of that literary heritage. As a test of this hypothesis, one poem by James Dickey and one by Ted Olson were printed as prose, and 25 readers were asked to divide them into lines. Their expectations were then compared to the linear organization of the poems. Analysis of the results suggests that readers end lines at major syntactic breaks and that reader expectations and author practice show definite patterns of congruence. Dickey and his readers agree on the number of lines for the poem but disagree on where the lines should end; his line end choices, however, are predictable from the readers' expectations. Olson and his readers agree on the appropriate line ends, but his readers expect far more lines than he produces. His lines too are predictable from the readers' responses. The results, while not discounting rhythm as a significant feature in defining the poetic line, suggest that lines are definable, as poets generally agree; that poets' ``energy'' is the play between syntactic expectation and linear fulfillment; and that the reader takes part indirectly in poets' line end decisions. (Author/GW)

ED 161 098 CS 502 251

Schenck-Hamlin, William J. And Others
Exercises in Persuasion.
Pub Date-78
Note-117p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-Attitudes, *Experiential Learning, *Group Activities, Higher Education, Language Usage, *Learning Activities, Nonverbal Communication, *Persuasive Discourse, Role Playing, *Simulation, *Speech Communication
Identifiers-Advertising

The 35 exercises presented in this paper have been designed to simulate real-life experiences involving the process of persuasion and to enhance understanding of the persuasive process. Among the aspects of the persuasive process dealt with are the identification of persuasive events, emotive language, language intensity, source credibility, listening, language attitudes and behavior, counter-attitudinal advocacy, cognitive dissonance, motivational and fear-based appeals, the power of suggestion, analysis of protest messages, symbols for solidification in social movements, appeals to target audiences, advertising, and nonverbal communication and persuasion. The exercises include information about their background and purpose; list requirements regarding time, number of participants, and materials; provide materials to be used in the exercises; suggest step-by-step procedures; and offer suggestions for facilitating the exercises and for analyzing their results. Suggested readings are listed for many of the exercises. An exercise evaluation sheet is also included. (GW)

ED 161 118 EA 010 931

Druian, Greg

Group Decision Making: Styles & Suggestions. Keys to Community Involvement Series: 2.

National School Public Relations Association, Arlington, Va.; Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jan 78
Contract-400-76-0025
Note-19p.; For related documents, see EA 010 930-944
Available from-National School Public Relations Association, 1801 North Moore Street, Arlington, Virginia 22209 ($2.00; $24.00 for set of 15 Keys; discounts available; payment must accompany order)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Citizen Participation, *Community Involvement, *Decision Making, *Decision Making Skills, Group Dynamics, *Group Relations, Leadership Responsibility, *Organizational Effectiveness, Worksheets
Identifiers-*Consensus

The purpose of this booklet is to assist the leader, facilitator, or convener of a community group with suggestions to help the group become a more effective decision-making body. The point of view taken in this booklet is that consensus decisions, while difficult to make, are the most likely to be supported and understood by all group members. The characteristics of an effective decision-making group are specified as (1) members will know which decisions are important, (2) members can describe what they need to do to follow up on a decision, (3) members know when a decision is made, and (4) members report a sense of accomplishment. The suggestions in the booklet are intended to help groups develop these characteristics. (Author/MLF)

Kids in Mental Institutions. Part II. Program 131.

George Washington Univ., Washington, D.C. Inst. for Educational Leadership.; National Public Radio, Washington, D.C.
Spons Agency-Carnegie Corp. of New York, N.Y.; Corporation for Public Broadcasting, New York, N.Y.; National Inst. of Education (DHEW), Washington, D.C.
Pub Date-31 Jul 78
Note-24p.; The document is an Options in Education Transcript; For related information, see EC 112 343. For previous National Public Radio programs, see ED 131 648-652
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Adolescents, Behavior Change, Case Studies, *Contingency Management, Dramatics, *Drug Therapy, *Emotionally Disturbed, *Institutionalized Persons, *Music, Operant Conditioning, Therapy

The second of a two-part radio program on children in mental institutions presents transcripts of interviews with psychiatrists and emotionally disturbed adolescents. Subjects addressed include use of drugs, behavior modification, music, and theatre therapy in institutions. The transcript concludes with a narrated tour of Sheppard-Pratt, an institution near Baltimore. (CL)

ED 161 234 EC 112 420

An Evaluation of the Hearing and Speech Agency Infant-Parent Program.
Curriculum and Evaluation Consultants, Merchantville, N.J.; Hearing and Speech Agency of Metropol[illegible] [illegible]altimore, Inc., Md.
Spons Agency-Bureau of Edu[illegible] [illegible]or the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-77
Note-91p.; For related information, see EC 112 413 ; Not available in hard copy due to print quality
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Communication Problems, Early Childhood Education, *Handicapped Children, *Home Instruction, Infancy, *Program Evaluation
Identifiers-*Hearing and Speech Infant Parent Program

The report focuses on evaluation of the Hearing and Speech Infant-Parent Program (HIP), a diagnostic-remedial program for children (0-3) with communication disorders. Results of teacher and parent interviews, class observations, analysis of case records and followup surveys are drawn on to evaluate the following HIP aspects: instruction and therapy sessions with the children, social work services, receiving agency placement and followup, team meetings and case conferences, program management, staff inservice, transportation, and testing interpretation and use. The final section presents conclusions and recommendations for the eight evaluated HIP areas. (CL)

ED 160 786 CE 017 650

Wisconsin K-12 Career Education Consortium. Final Project Performance Report. Volume II of Two Volumes.

Wisconsin State Dept. of Public Instruction, Madison.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-29 Jun 76
Grant-G007503906
Note-281p.; Not available in hard copy because of reproducibility problems; For related documents see CE 017 649-651
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Career Education, *Consortia, Demonstration Programs, Elementary Secondary Education, Evaluation Methods, Information Dissemination, *Needs Assessment, *Program Descriptions, Program Development, Program Effectiveness, *Program Evaluation, *Program Improvement, Program Validation, School Districts
Identifiers-Eau Claire Public Schools WI, Kimberly Public Schools WI, Madison Public Schools WI, Oregon Consolidated Schools WI, Public Law 93 380, Shawano Public Schools WI, Sheboygan Public Schools WI, Watertown Public Schools WI, *Wisconsin Career Education Consortium

Seven Wisconsin school districts formed a consortium to improve district level implementation of career education, K-12. Each district developed assessment and/or evaluation instruments to meet their specific needs, and circulated these instruments among all seven districts for review and feedback. After revision and field testing, these instruments were compiled in a kit and made available to other school districts. Each consortium district also produced and disseminated demonstration packets (twenty-two altogether) based on various facets of career education. Finally, each district was engaged in activities to meet its own needs and objectives. For example, Eau Claire district focused on increasing guidance staff involvement in career guidance activities for students. (The seven individual district performance reports are included in this document; two accompanying documents contain the consortium-wide performance report, CE 017 649, and a third-party evaluator's report, CE 017 651.) Results indicated that the consortium project made a significant contribution to the enhancement of career education in the state, developed a number of good quality products, met incremental change levels identified by the schools, and provided dissemination activities that were effective and comprehensive in scope. Recommendations were made to increase the scope of the instruments and to determine the criterion related validities of the instruments. (Author/BM)

ED 160 821 CE 017 988

Becker, Henry Jay

How Young People Find Career-Entry Jobs: A Review of the Literature.

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Report No.-241

Pub Date-Dec 77

Contract-400-77-0054

Note-71p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Academic Achievement, Age Differences, Background, Bibliographies, Career Choice, Employee Attitudes, Employer Employee Relationship, Family Influence, Job Satisfaction, *Job Search Methods, *Literature Reviews, Manpower Utilization, Occupational Aspiration, Occupational Choice, Part Time Students, Personnel Selection, Racial Differences, Recruitment, *Research Needs, Research Reviews (Publications), *Youth Employment

This report examines the existing literature concerning how young people enter the labor market and specifies what important questions may be analyzed by existing but untapped data and what issues require further research. In reviewing the extent of current knowledge, its scope is found to be limited to three general areas: the role is known of background factors, ability, school performance, and the influence of teachers, family, and friends on the age (or grade level) at which young men make the transition from school to work; people are influenced by their personalities to aspire to certain types of occupations; and young people find jobs primarily through the assistance of acquaintances and relatives but prefer direct application without the intervention of a third party. Routes for further investigation are suggested as follow: (1) age/SES socio-economic status /race/education-specific distributions and transition rates for full- and part-time schooling and simultaneous employment; (2) longitudinal studies of preferences that include later actual job outcome characteristics to test the assumption that career aspiration helps to explain the allocation of different jobs; (3) data on recruitment methods used nationally by employers (i.e., data indicating age-specific preferences for employees and based on actual behavior); and (4) more elaborate study of the process of job search, emphasizing patterns of job seeking across occupational situses, heterogeneity of job search methods, and the relationships among duration, intensity, and methods of search. (Author/ELG)

ED 160 838 CE 018 133

Gunderson, Margaret Stanton And Others
Comprehensive Career Guidance. Competency Rating Scale Manual. Grades 5-6.
Georgia State Dept. of Education, Atlanta.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-77
Grant-G007500339
Note-102p.; Not available in hard copy due to reproducibility problems; For related documents see CE 018 130-144, CE 018 146-147, CE 018 150, CE 018 152, CE 018 154, CE 018 157-158, CE 018 161, CE 018 163, and CE 018 339
Available from-Vocational Education Materials Center, Room 124, Fain Hall, Division of Vocational Education, College of Education, University of Georgia, Athens, Georgia 30601 ($2.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Behavior Rating Scales, *Career Awareness, *Career Development, *Career Planning, Consumer Education, Educational Objectives, Elementary Education, Elementary School Guidance, Fused Curriculum, Grade 5, Grade 6, Guidelines, *Interpersonal Competence, Measurement Techniques, Occupational Guidance, *Performance Criteria, Skills, Student Evaluation
Identifiers-*Georgia Comprehensive Career Guidance Project

Presenting a set of guidelines for grades 5 and 6, this teacher's manual is one in a set of three competency rating scales which provide guidelines for the infusion of career guidance concepts into the elementary school curriculum. These rating scales were developed by the Georgia Comprehensive Career Guidance Project (Final Report, CE 018 130) which organized the career guidance needs of students in kindergarten through grade 6 under three domains: interpersonal effectiveness, work and life skills, and life career planning. These domains encompass thirty comprehensive goals which are divided into developmental objectives and in turn further reduced to the specific competencies on which the scales are based. (The complete listing of domains, goals, and objectives is appended to this document.) The manuals are organized developmentally so that comparisons can be made between individuals or between groups. The use of the competency rating scales is described in this manual under the following sections: organization of skill level criteria; skill level criteria for grades 5 and 6; opportunities for rating students; examples of test situations; the rating scale (degree of proficiency); the rating form; and detailed directions for rating students. Examples of the student rating form and the developmental profile and suggestions for the use of the information obtained through the scales are also included. (Rating scales for grades K-1 and grades 2-4 are found in ERIC documents CE 018 131 and CE 018 132, respectively.) (BM)

ED 160 872 CE 018 311

Sachar, Jane And Others

Relating Performance in Basic Electricity and Electronics and A'' Schools.

Navy Personnel Research and Development Center, San Diego, Calif.

Report No.-NPRDC-TR-79-2

Pub Date-Oct 78

Note-63p.; Some of the tables in this document will not reproduce well due to small print

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Academic Achievement, Admission Criteria, Armed Forces, Correlation, Educational Programs, *Electricity, *Electronics, Feasibility Studies, Job Skills, Performance Based Education, Performance Criteria, *Performance Factors, Predictor Variables, Program Evaluation, Research Needs, School Holding Power, *Trade and Industrial Education

Identifiers-*A Schools, *Navy, United States

Navy recruits who are assigned to class A'' schools based on their performance on aptitude tests must complete training at Basic Electricity and Electronics (BE/E) schools prior to enrolling at the A'' schools. Since high attrition rates at the BE/E level due to recruits' failing to master 100 percent of the training modules in the specified time creates a serious problem in the Navy's electronic training program, a study was undertaken to explore the feasibility of lowering mastery standards without significantly affecting A'' school success and of developing criteria for reassigning students to alternative follow-on schools based on early BE/E performance. BE/E and follow-on schools supplied performance data for all students graduates and nongraduates in attendance between January and June 1976, and various methods of correlating predictor and criterion variables were computed to predict the success of the feasibility studies. From an analysis of the study results, it was concluded that (1) BE/E performance relates very little to performance in the follow-on A'' schools; (2) reassignment of students to alternative follow-on courses based on early BE/E achievement has a minimal effect on attrition; (3) attrition is due to both poor performance and lack of motivation; and (4) poor students should be identified and reassigned to schools suited to their proficiencies. Further research is needed to determine if differential mastery standards can be applied to various follow-on schools and if using a new BE/E curriculum would reduce attrition. (ELG)

ED 160 893 CE 018 409

Brower, Edward B.
Course of Study for Secondary Level Bookkeeping/Accounting. Final Report.
Temple Univ., Philadelphia, Pa. Div. of Vocational Education.
Spons Agency-Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.
Pub Date-Sep 78
Note-131p.; Not available in hard copy because of reproducibility problems
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Accounting, Behavioral Objectives, *Bookkeeping, Business Education, Business Skills, Career Awareness, Career Exploration, *Career Opportunities, Course Descriptions, Curriculum Evaluation, Curriculum Guides, *Educational Methods, Educational Resources, *Employment Qualifications, Flexible Progression, Higher Education, Integrated Curriculum, Job Skills, Occupational Information, *Performance Based Education, Secondary Education, Student Evaluation, Systems Approach, Vocational Education, Work Attitudes

The present project was designed to continue the preparation of a course of study useful for developing secondary level bookkeeping/accounting instruction. The course of study is intended to (1) derive vocational instruction for students with varying career goals, (2) develop accounting-oriented career exploration units for Introduction to Vocations classes or conceptually similar career awareness activities, (3) develop an awareness of the functions and operations of business, (4) evaluate instruction, and (5) orient college accounting instruction designed to prepare secondary level bookkeeping/accounting instructors. The project outcomes include a bookkeeping/accounting course of study with the content arranged under the following chapter headings: Chapter 1 Accounting in the Secondary School; Chapter 2 Accounting Careers; Chapter 3 Accounting Content; Chapter 4 Organization, Resources and Methods; and Chapter 5 Evaluation. It is anticipated that the course of study will be used by teachers, teacher educators, curriculum planners, and others charged with the development of accounting instruction for young people with varying career goals. (Author/CSS)

ED 160 914 CG 012 844

Witkin, Stanley L.

Communication Training for Couples: A Comparative Study.

Pub Date-Dec 77
Note-21p.; Paper presented at the Annual Convention of the Association for Advancement of Behavior Therapy (11th, Atlanta, Georgia, December 9-11, 1977); Best Copy Available
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Communication Skills, Comparative Analysis, Interpersonal Competence, *Interpersonal Relationship, Marriage Counseling, *Problem Solving, *Program Effectiveness, Research Projects, Sensitivity Training, *Verbal Communication
Identifiers-*Communication Skills Program, *Couples Communication Program

Two communication training programs the Communication Skills Workshop (CSW) and the Couples Communication Program (CCP) and a wait-list control group were compared on measures of communication effectiveness, problem solving and relationship satisfaction. Subjects were 54 volunteer couples randomly assigned to conditions. Highly distressed couples or those seeking marital therapy were excluded from the study. All training was done in groups utilizing male and female co-trainers. One relationship satisfaction questionnaire was administered prior to training; all questionnaires and performance measures were given one and seven weeks following training. Results indicated that the CCP training produced significant increases in nonverbal positive messages relative to the CSW and no training. CCP training also resulted in significant decreases in nonverbal negative messages compared to the CSW. Both training conditions significantly reduced verbal negative messages. Self-report measures revealed no significant differences at follow-up testing. Although trainer differences may have partially accounted for the results, the CCP appears to be a viable alternative to behavioral programs such as CSW. (Author)

ED 160 939 CG 012 884

Peplau, Letitia Anne Rook, Karen

Dual-Career Relationships: The College Couple Perspective.

Pub Date-Apr 78
Note-7p.; Paper presented at the Annual Meeting of the Western Psychological Association (58th, San Francisco, California, April 19-22, 1978); Best Copy Available
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Career Choice, College Students, *Dating (Social), Family Structure, Marriage, *Mate Selection, *Occupational Aspiration, Research Projects, *Sex Role, Social Development, *Work Attitudes, Working Women

Investigated are the following: (1) college student preference for a dual-career marriage; (2) factors which lead to this preference; and (3) the effect of these attitudes on patterns of interaction among dating couples. Subjects were 231 dating couples. Questionnaires were utilized, with follow-ups conducted six months, one year, and two years after initial testing. Findings indicate that dual-career marriage is popular among a sizeable proportion of students, with men being more traditional than women; dual-career students are less traditional, with women more likely to attend graduate school, and men more likely to have higher SAT scores; mismatched'' couples appear less satisfied, while traditional couples date more exclusively and give higher estimates of probable marriage; dual-career couples are more likely to report equal power; and mismatched couples are more likely to break up, while traditional couples are more likely to become engaged or married. Although the popularity of dual-career marriage in this sample is striking, it seems unlikely that all of these students will achieve this ideal. Major inconsistencies are evident between ideals and specific attitudes about future work and family commitments. (Author/JLL)

ED 160 964 CG 012 921

Stambul, Harriet Braiker
Stages of Courtship: The Development of Premarital Relationships.
Pub Date-22 Apr 78
Note-7p.; Paper presented at the Annual Meeting of the Western Psychological Association (58th, San Francisco, California, April 19-22, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Behavior Development, *Behavior Patterns, Conflict, *Dating (Social), *Developmental Stages, *Marriage, *Relationship, Research Projects
Identifiers-*Courtship

Retrospective accounts of 42 married couples were used to construct a developmental model of courtship. A basic three-stage pattern was found to characterize the majority of relationships from initial acquaintance to marriage: Casual Dating, Serious Dating and Engagement. Changes in the relationships were measured through the use of a standardized questionnaire. Factor analysis of the data yielded two primary orthogonal factors: Love and Conflict-Negativity. Ambivalence and Maintenance Behavior were two additional clusters related to the major factors. Love and Conflict-Negativity reflect the reward and cost processes in relationship functioning. The four dimensions were found to significantly change across courtship and post-marital stages. The developmental model was used to explore differences in courtship style and relationship stability between two types of couples. Relationships which were characterized by a rapid development of intimacy in courtship were found to be somewhat less stable during engagement and marriage than those in which intimacy developed more gradually over time. (Author/BN)

ED 160 988 CS 004 396

Downing, John

Learning to Read in Different Languages-Universals and Specifics.

Pub Date-Aug 78

Note-13p.; Paper presented at the Annual Meeting of the International Reading Association World Congress on Reading (7th, Hamburg, West Germany, August 1-3, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Beginning Reading, Bilingual Education, *Cognitive Processes, Cultural Differences, *Language Skills, Primary Education, *Reading Achievement, *Reading Research, *Second Language Learning

In learning to read, children must first understand the objectives of that skill: that the visible symbols communicate meaning and code certain features of speech. If a child does not understand this, learning will be impaired. For instance, children who are taught to read a language other than their native language learn better if instructions are given in their native language. Also, when children who were initially taught reading in their native tongue were transferred to reading in a second language, they overtook the children who from the beginning had read only in the second language. This was in spite of the fact that the native tongue beginners had learned to read in two languages instead of in one and had spent less time in learning to read the second language. The explanation for these results was that those who learned to read in their native tongue first could better understand instructions and concepts used by the teachers because they could relate them to their past experience. The cognitive processes in learning to read are of paramount importance and the new frontier for improvement in methods of reading instruction is in the children's thinking, reasoning, conceptualizing, and problem solving about language. (TJ)

ED 161 161 EA 010 985

Kominski, Edward S.

Needs Assessment in Education: **More Discrepancy than Analysis**.

Pub Date-14 Aug 78

Note-19p.; Paper presented at the Annual Meeting of the Evaluation Network (Aspen, Colorado, August 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Educational Research, Elementary Secondary Education; Inductive Methods, *Needs Assessment, School Districts, School Systems, State Departments of Education, Surveys

Significant discrepancies between ideal and real methods of needs assessment need to be rectified. Essential principles for managing an educational assessment have been set down by recognized educators. Experts' recommendations include such requirements as using a clear definition of need (as opposed to want), precise quantifiable methods, an inductive approach, and both soft'' and hard'' data. A 1977 study of national local education agencies, state education agencies, and commercial organizations indicates that these recommendations are not always followed. The discrepancies between the theoretical principles and actual practice suggest some corrective measures. (1) Needs assessment should be a continuous process. (2) A clear definition of need (as opposed to want) should be formulated along with precise quantifiable methods of need identification. (3) A clear distinction between nonacademic and academic needs should be made. (4) More experimentation with the inductive approach should be performed. (5) Needs assessment studies should be multicultural and multilingual where appropriate. (6) The technical quality of survey instruments should be improved. (7) Needs identified through questionnaires should be validated with statistical data. (8) More sophisticated analysis methods for the measurement of needs should be considered. (Author/JM)

ED 161 273 FL 009 771

von Raffler-Engel, Walburga And Others
The Use of Gestures in Consecutive Interpretation.
Pub Date-Aug 78
Note-36p.; Paper presented at the International Congress of Applied Linguistics (5th, Montreal, August 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Applied Linguistics, *Body Language, *Communication (Thought Transfer), Cultural Context, Cultural Differences, Expressive Language, French, German, Human Posture, Interpreters, Japanese, Kinesthetic Methods, *Nonverbal Communication, *Paralinguistics, Portuguese, *Speech Communication, Suprasegmentals, Tagalog, Total Communication, *Translation, Video Tape Recordings
Identifiers-*Consecutive Interpretation

This study attempts to show the intrinsic connection between the verbal and nonverbal components of human communication. It suggests that consecutive interpreters should not transform spoken language into what amounts to an incomplete form of the corresponding written language, but that they should transfer gestures of the source language and culture into the equivalent gestures of the target culture. It proposes that meaning is language-specific and so cannot really be transferred from one language to another. Without kinesics even less of the original meaning is transferred and the chance of distortion of meaning is increased. The research design involved a videotape of two American students acting as a brother and sister having an argument. Several pairs of foreign students were videotaped doing a consecutive interpretation of the original performance in their native languages. A third group of foreign students were shown the video portions of the foreign language versions and were asked to identify the language and subject matter and then to write running commentaries. The reports in this paper cover the interpretation of the dialogue into German, French, Brazilian Portuguese, Japanese and Tagalog, and include a complete description and illustrations of the gestures in several video frames. Suggestions for further research conclude the report. (AMH)

ED 161 077 CS 204 472

Ney, James W.

Miscue Analysis: The Writing of Three Hispanic American Students in a Class of Twenty Fourth Graders.

Arizona State Univ., Tempe.
Spons Agency-National Council of Teachers of English, Urbana, Ill. Research Foundation.
Pub Date- 77
Note-25p.; For related documents, see CS004443 and CS204472-475
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Elementary Education, Grade 4, Intermediate Grades, *Language Research, *Mexican Americans, *Miscue Analysis, *Sentence Combining, *Writing Skills
Identifiers-*Writing Miscues

Writing miscues of three Hispanic children were compared to those of their classmates in this study. Miscues were obtained through samples of writing taken from difficult sentence combining exercises. Results of the comparison suggested that the Hispanic American children did not make writing miscues that were qualitatively different from those of the other students in the predominantly non-Hispanic class. Examples of miscues made by all students are included. (MKM)

ED 161 182 EC 112 036

Smith, Sally L.
No Easy Answers: The Learning Disabled Child.
National Inst. of Mental Health (DHEW), Rockville, Md.
Report No.-DHEW-ADM-77-526
Pub Date-78
Note-137p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-024-00687-4)
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-*Academic Achievement, Adolescents, Elementary Secondary Education, *Learning Disabilities, Parent Role, *Student Characteristics, Teacher Role, Textbooks

Intended for parents and professionals, the text considers characteristics and causes of severe learning disability (LD) in children. Separate chapters are addressed to descriptions of LD traits: disordered, immature, inflexible, lost in time and space, clumsy, free spirit, and defeated at school. Subsequent chapters examine the roles of parents and teachers and discuss special considerations for adolescence. Among six appendixes are lists of typical academic problems of LD children and a guide to helpful organizations. (CL)

ED 160 736 CE 015 745

Development and Field Test of a Multi-Purpose Computerized Vocational Counseling Program for Providing Placement, Occupational and Educational Information to Unemployed Adults, Handicapped Persons and Inmates in Correctional Institutions. Final Report. Volume I of III: Project Results.

Tennessee Univ., Knoxville. Coll. of Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Mar 78
Grant-G007603755
Note-74p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Adult Counseling, Adult Vocational Education, Career Exploration, Computer Programs, Employment Qualifications, Filmstrips, *Handicapped, Job Skills, Needs Assessment, Occupational Information, *Prisoners, Program Evaluation, Skill Development, Statewide Planning, *Underemployed, *Unemployed, *Vocational Counseling
Identifiers-Tennessee

The major purpose of this project was to develop a computerized vocational counseling program consisting of an interactive computer package and a filmstrip series for use by unemployed/underemployed adults, handicapped persons, and prison inmates. Specific project objectives were to (1) determine clients' vocational counseling needs, (2) develop an occupational information computer package, (3) develop user guides and sound-filmstrips for using occupational information and for developing employability skills, (4) field test the program, and (5) assess users' reactions to the program. Based on a needs assessment of potential users, a master computer package was developed for four types of computers. A filmstrip series, accompanying audio tapes, and user's guide were developed to assist individuals in developing basic employability skills. Also, a self-instructional guide for using the computerized package was developed. In Tennessee, a population of unemployed/underemployed adults, handicapped persons, and prison inmates field tested the developed vocational counseling program. Inservice training on the use of the program was provided to counselors and others assisting users. Evaluation data collected from program users revealed that the vocational program was favorably received by users. Users increased their knowledge of the world of work significantly through the use of the program. (Author/CSS)

ED 160 753 CE 016 861

Etheridge, Rose M. Rice, Eric

Eliminating Sexism: Rewriting the Scripts. An Informational Guide to Sex Stereotyping, Sex Bias and Sex Discrimination. Instructor's Manual.

System Sciences, Inc., Chapel Hill, N.C.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

Pub Date-76

Grant-300-75-0258

Note-209p.; For related documents see CE 016 860, CE 016 881-882, and CE 016 885-886

EDRS Price MF-$0.83 HC-$11.37 Plus Postage.

Descriptors-*Curriculum Development, Curriculum Guides, Discriminatory Legislation, Individualized Instruction, Labor Force, *Learning Activities, Performance Based Education, Racial Discrimination, Resource Materials, Secondary Education, Sex Differences, *Sex Discrimination, *Sex Stereotypes, Statistical Data, Student Evaluation, Teaching Methods, *Vocational Education

Part of a series devoted to identifying and evaluating strategies which vocational education administrators and instructors can use at the secondary student, teacher, or administrator level to eliminate sex stereotyping and sex bias in vocational education programs, this manual provides teachers with instructional materials concerning the current status of men and women in several areas of life. Designed for individualized student instruction, the six units included cover the following topics: (1) physical and behavioral differences between men and women; (2) the meanings of stereotyping, discrimination, and sexism; (3) sex bias, stereotyping, and discrimination in the work force, using statistical data to show the impact of these factors; (4) sex stereotyping and minority groups, emphasizing the double discrimination that minority women face; (5) sex stereotyping in school, examining the stereotyped behavior, attitudes, and values that schools either teach or reinforce; and (6) the illegality of sex discrimination. Each unit is introduced by materials intended for the teacher's use: the unit's educational aims, a general introduction, specific educational objectives, an abstract, suggestions for teaching preparation, key concepts, additional student activities, learning time required, evaluation methods, and additional reference sources. The student materials in each unit are formatted as follows: the unit's objectives, small informative segments including self-check questions with answers, and a post-test. (ELG)

ED 161 010 CS 004 444

Reading, Comprehension, and Memory Processes: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' July through September 1978 (Vol. 39 Nos. 1 through 3).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date-78
Note-11p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Adolescents, *Advance Organizers, *Annotated Bibliographies, Behavioral Objectives, College Students, Culture, *Doctoral Theses, Elementary Secondary Education, Higher Education, Imagery, Information Processing, Learning Disabilities, Memory, Reading Achievement, *Reading Comprehension, Reading Materials, Reading Processes, *Reading Research, Recall (Psychological), Retention, Speech Communication, *Thought Processes, Word Recognition
Identifiers-Anaphora, Inference

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 12 titles deal with the following topics: advance organizers; a comparison of the effectiveness and efficiency of behavioral objectives and sample tests; anaphoric nominal substitution and its relationship to reading comprehension among college students; the effects of inferential processing induced by inserted questions on prose recall; the effect of method of presentation and degree of imagery on learning responses to printed words; direction and organization and adolescent learning disabled students' reading comprehension; the effects of reading ability and material difficulty on students' abilities to recognize words in isolation and in context; a comparison of memory for verbatim and inferential information in prose at two grade levels; the role of cultural schemata in narrative comprehension; the effect of oral versus written presentation of an advance organizer on retention; a comparison of the effects of questions and of advance organizers on comprehension and retention of prose materials; integrating information from text; and memory for prose: a processing activities approach. (FL)

ED 161 099 CS 502 252

Tubbs, Stewart L. Baird, John W.
Elements of Self-Disclosure.
Pub Date-Apr 78
Note-36p.; Paper presented at the Annual Meeting of the Central States Speech Association (Chicago, Illinois, April 4-7, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Counseling, Counselor Acceptance, *Disclosure, Individual Development, *Interaction, *Interpersonal Relationship, Models, Nonverbal Communication, *Speech Communication
Identifiers-*Dyadic Communication, *Self Disclosure

The process of interpersonal self-disclosure is a complex one that is contingent upon a number of interacting factors. Most self-disclosing relationships are characterized by a dyadic interaction (a relationship between two individuals); the use of nonverbal cues in the communicaton of personality states, moods, and feelings; trust and acceptance; and reciprocity. Among the interacting factors that must be considered in discussing a person's decision to disclose are the following: the background and personality of the discloser, the nature of the relationship between discloser and receiver, the discloser's perceptions of the receiver, the content of the disclosure, the social context within which the disclosures are made, and the receiver's reaction (feedback) to the disclosure. A communication model may be used to illustrate the relationships among these factors. (GW)

ED 161 141 EA 010 958

Lucas, Barry G. And Others
Parent Advisory Committees in Quebec: An Experiment in Mandated Parental Participation.
Pub Date- 78
Note-28p.
Available from-Dr. Charles S. Lusthaus, Director, Division of Educational Leadership, McGill University, 3700 McTavish Street, Montreal, Quebec, Canada H3A 1Y2 ($1.35)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Adoption (Ideas), *Advisory Committees, Educational Legislation, Educational Research, Elementary Secondary Education, Parent Associations, *Parent Participation, Parent School Relationship, Policy Formation, School Policy
Identifiers-*Quebec

In 1971 and 1972, the province of Quebec enacted legislation instituting a parental advisory committee in all schools in the province. The legislation mandated that parents become informed about school issues, disseminate information to the wider community, and provide school authorities with advice on educational decision-making. This study attempted to discover how well the requirements of the law were being carried out. The study used as data source a year's minutes of 11 school committees including 7 elementary and 4 secondary committees. The results indicate that the roles of the committees have been largely confined to the initial informational stage. Subsequent dissemination of information accounted for only about 5 percent of committee activities. When the number of recommendations made by committees to school authorities was analyzed, results indicated that advising authorities was the smallest area of committee activity. When initiation of issues was analyzed, it was found that administrators rather than parents accounted for over 66 percent of initiations in secondary school committees and over 42 percent of initiations in elementary committees. In sum, it seems likely that Quebec's parent advisory committees are operating in much the same way as the traditional "professionally-led" parent-teacher associations. (Author/JM)

ED 161 210 EC 112 345

Gifted and Talented Children: Update. Program 112.

George Washington Univ., Washington, D.C. Inst. for Educational Leadership.; National Public Radio, Washington, D.C.

Spons Agency-Carnegie Corp. of New York, N.Y.; Corporation for Public Broadcasting, New York, N.Y.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date-30 Mar 78

Note-25p.; The document is an Options in Education Transcript; For previous National Public Radio programs, see ED 131 648-652

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Educational Methods, Educational Needs, *Gifted, Grouping (Instructional Purposes), *Identification, *Legislation, Parents, *Peer Relationship, *Talented Students, Teaching Methods

The transcript of a radio program on gifted and talented children includes interviews with psychoanalysts, educators, and federal officials (including B. Bettelheim, J. Renzulli, B. Boston, and D. Sisk), as well as with parents and five gifted children. Topics considered include identification, separation of gifted students, teaching approaches, peer relationships, parental problems of raising gifted students, and proposed legislation. (CL)

ED 161 293 FL 009 818

Melady, Mary

An Investigation of Counseling Learning/Community Language Learning. Papers in Linguistics, 1974-1977: A Collection of M.A. Papers from Students in the Linguistics Department of Northeastern Illinois University.

Northeastern Illinois Univ., Chicago.

Pub Date-Oct 78

Note-15p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Cognitive Development, Communicative Competence (Languages), Conversational Language Courses, *Counseling, *English (Second Language), Humanistic Education, Individualized Instruction, Instructional Innovation, Interaction, *Language Instruction, Psycholinguistics, Secondary Education, *Second Language Learning, Speech Communication, Student Participation, Student Teacher Relationship, *Teaching Methods

Identifiers-*Community Language Learning, *Counseling Learning, Curran (Charles)

Counseling Learning/Community Language Learning (CL/CLL) is a pedagogical methodology developed out of research that was designed to study the psychological dynamics involved in adult learning. This paper is the result both of research and of personal experience with Counseling-Learning methodology applied to the field of teaching English as a second language. The aim of the paper is threefold: (1) to briefly explain Charles Curran's Counseling-Learning principles and methodology, (2) to present recent pedagogical support for such an approach, and (3) to show how Counseling-Learning can be integrated into a secondary school ESOL curriculum. The three main counseling techniques used for this methodology are: emphasis on client-counselor relationship, group counseling dynamics, and a period of reflection or evaluation in which the students' reactions and attitudes to the learning situation are investigated. The learning activity is simply that the student-clients engage in free conversation among themselves in the target language with the assistance of the language counselors. Recent pedagogical trends in foreign language education support both the interpersonal communication goal and the humanistic approach of CL/CLL. Five problems connected with CL/CLL in a secondary school ESOL program are discussed, and it is concluded that in this setting CL/CLL would be best utilized when teamed with other more conventional pedagogical techniques and methods. (Author/NCR)

ED 160 769 CE 017 289

Statistics of Educational Attainment and Illiteracy, 1945-1974. Unesco Statistical Reports and Studies, No. 22.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Statistics on Education.

Pub Date-77

Note-412p.

Available from-United Nations Educational, Scientific, and Cultural Organization, 7 Place de Fontenoy, 75700 Paris ($8.50)

Language-English; French; Spanish

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Academic Achievement, Adolescence, Adult Learning, Adult Literacy, Adults, Age Differences, Census Figures, *Demography, Foreign Countries, Global Approach, *Illiteracy, *International Studies, National Demography, Older Adults, Sex (Characteristics), *Statistical Data, Young Adults

Identifiers-Africa, Americas, Asia, Europe

This publication presents statistics on educational attainment and illiteracy by country, age, sex, and other characteristics where available. Data are derived from censuses and surveys carried out since 1945, supplemented by a limited number of estimates. Most of the basic data is taken from the Demographic Yearbook Population Census'' questionnaires collected by the United Nations Statistical Office. The text is presented in English, Spanish, and French. Data for over 200 countries/territories are contained in the document. (CSS)

ED 161 032 CS 204 360

Usher, Mauricio H.

Instruction First, Writing Later.

Pub Date- 74

Note-10p.; Study prepared at Southern Methodist University

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Basic Skills, *Composition Skills (Literary), *Deductive Methods, Elementary Secondary Education, *English Instruction, Higher Education, Language Development, *Learning Processes, Reading Instruction, Student Needs, *Teaching Methods

A deductive-inductive sequence of writing instruction, in which students are instructed systematically before they begin to write, would help students learn to write well. Educators who propose a trial and error pattern ignore the facts that those learning to write do not have unlimited time in which to learn and are not dealing with an inherent learning propensity, as in learning to speak. Even in learning to speak, children need planned systematic teaching if they are to avoid errors. Planned intervention is even more necessary to growth in reading. Writing is the most difficult language skill to learn, is highly dependent upon mastery in other areas, particularly reading, and is the most important skill; much more teaching time and effort should be spent on it. Students should first be taught the fundamentals of rhetoric and style; they should then be made aware, through analysis of good literature, of varieties of styles and their uses. Only then can they begin to develop their own writing styles. They should not be plunged headlong into the writing task and allowed to commit errors where they may. Teachers should assume ignorance on the students' part and practice preventive teaching of writing. (GW)

Hoffman, Marvin

Vermont Diary: Language Arts in the Open Classroom.

Pub Date-78
Note-180p.
Available from-Teachers & Writers, 84 Fifth Avenue, New York, New York 10011 ($4.00 paper)

Document Not Available from EDRS.

Descriptors-Classroom Environment, Composition (Literary), *Creative Writing, Diaries, Drama, Elementary Education, English Instruction, *Language Arts, *Open Education, Rural Schools, Student Teacher Relationship, Student Writing Models, Teaching Techniques, *Writing Skills
Identifiers-Vermont

Focusing on a two-year period, this informally written book describes the efforts of several rural elementary teachers to establish a writing center based on a unified language arts curriculum. The book relates the authors' background experiences, outlines the structure of the writing program, offers typical writing experiences and classroom procedures, and describes the school setting, teachers, and students involved in the project. In addition, chapters are devoted to special writing experiments, such as having students write descriptions of persons, devise parodies, and teach writing classes. The book stresses the importance of the teacher-student relationship in producing growth in writing ability and uses numerous student writing samples to illustrate ideas throughout the text. An appendix presents more student writing samples representing autobiographies, poetry, narratives, and drama. (MAI)

ED 161 119 EA 010 932

Sayers, Susan

Problem Solving. A Five-Step Model. Keys to Community Involvement Series: 3.

National School Public Relations Association, Arlington, Va.; Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Jan 78

Contract-400-76-0025

Note-29p.; For related documents, see EA 010 930-944

Available from-National School Public Relations Association, 1801 North Moore Street, Arlington, Virginia 22209 ($2.00; $24.00 for set of 15 Keys; discounts available; payment must accompany order)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Citizen Participation, *Community Involvement, *Conflict Resolution, *Decision Making, Force Field Analysis, Goal Orientation, *Group Relations, Information Utilization, Organizational Effectiveness, *Problem Solving

This booklet is for individuals who are interested in learning more about the process of problem-solving. It provides information and sample tools, charts, and suggestions to assist in problem-solving efforts. The first section is about the nature of the problem-solving process. Then the five steps of problem-solving (1) focusing on the problem, (2) searching for alternatives, (3) planning for action, (4) carrying out the plan, and (5) assessing the results are discussed in some detail. (Author/MLF)

ED 161 183 EC 112 038

Hotard, Stephen McWhirter, Richard

Predicting Adaptive Behavior from the Bayley Scales of Infant Development.

Pub Date-Mar 78

Note-8p.; Paper presented at the Southwestern Psychological Association Convention (Atlanta, Georgia, March 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Adjustment (to Environment), *Custodial Mentally Handicapped, Exceptional Child Research, Mentally Handicapped, *Prediction

Identifiers-Bayley Scales of Infant Development

To examine the proportion of variance in adaptive functioning predictable from mental ability, chronological age, I.Q., evidence of brain malfunction, seizure medication, and receptive and expressive language scores, 25 severely and profoundly retarded institutionalized persons (2-19 years old) were administered the Bayley Infant Scale Mental Scale. Variables were entered as predictors in a standard multiple regression analysis, and criterion variables were obtained from independent ratings on the Behavioral Characteristics Progression scale in the areas of motor development, auditory perception, drinking, dressing, undressing, oral hygiene, toilet hygiene, and interpersonal skills. Results indicated that the predictors were significantly able to predict the adaptive behaviors, except for feeding. (Author/CL)

ED 161 235 EC 112 423

Alper, Theodore G.
Individual Educational Plans, How Well Do They Work?
California State Univ., Hayward. Dept. of Educational Psychology.
Spons Agency-California State Dept. of Education, Sacramento.
Pub Date-Sep 78
Grant-77-37-B
Note-122p.; Print is marginal and may not reproduce well in hard copy
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Elementary Secondary Education, Exceptional Child Research, *Handicapped Children, *Individualized Programs, *Program Development, Program Effectiveness, *Program Evaluation
Identifiers-California

Two-hundred and sixty-five individual education plans (IEPs) from 13 California school districts representing programs operating under traditional special education funding were evaluated to determine their comprehensiveness, specificity, clarity, and extent to which a least restrictive environment'' was provided. Through interviews with implementors, a subsample of IEPs were further studied to determine the degree of implementation, types of support services needed, reasons for nonimplementation, and degree of goal attainment. Among findings were that both long-term goals and short-term objectives were poorly written and specified; that regular teachers were frequently not involved in the functioning of the assessment-placement committee, even when they were later required to implement suggestions made on the IEP; and that once plans were implemented, both the regular and special teachers were able to meet or exceed the criteria set on the objective in all areas except one (communication skills). (Author/SBH)

ED 161 254 FL 009 618

Scebold, C. Edward

The Future of Professional Associations. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5.

American Council on the Teaching of Foreign Languages, New York, N.Y.
Pub Date-74
Note-17p.
Available from-Not Available Separately; See FL 009 607
Document Not Available from EDRS.

Descriptors-Community Attitudes, Effective Teaching, Instructional Improvement, *Language Teachers, National Organizations, Organizational Communication, Organizational Effectiveness, Organizations (Groups), *Professional Associations, Public Relations, *Teacher Associations, *Teacher Attitudes
Identifiers-*American Council on the Teaching of Foreign Langs

The membership of professional associations demands a more active role in promoting the foreign language discipline through improved teaching and through creating in more overt ways a positive public image. There has been a need to change attitudes toward language study within the educational community as well as within the general public. The goals, structure, and activities of the American Council on the Teaching of Foreign Languages (ACTFL) are discussed. With the exception of ACTFL, none of the individual membership organizations provides a national perspective that encompasses all languages at all levels of education. The result is a duplication of activities, conflict between groups because of competition for members and simultaneous activities, and lack of professional control of teacher education and certification programs. The development and functions of the Joint National Committee for Languages and other efforts to unify the profession at the national level are discussed. (SW)

ED 160 855 CE 018 157

Beiman, Abbie And Others

Self Validation: Putting the Pieces Together. Georgia State Dept. of Education, Atlanta.

Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Aug 76
Grant-V0244-VZ
Note-109p.; Not available in hard copy due to reproducibility problems; For related documents see CE 018 130-144, CE 018 146-147, CE 018 150, CE 018 152, CE 018 154, CE 018 158, CE 018 161, CE 018 163, and CE 018 339
Available from-Vocational Education Materials Center, Room 124, Fain Hall, Division of Vocational Education, College of Education, University of Georgia, Athens, Georgia 30601 ($1.60)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Career Awareness, Career Development, Career Education, Career Planning, Educational Objectives, Faculty Development, Guidance Programs, *Human Relations, *Individual Development, *Inservice Teacher Education, Instructional Materials, Interpersonal Competence, Leaders Guides, Learning Activities, Occupational Guidance, Program Development, Program Planning, Role Perception, Secondary Education, *Self Actualization, Self Esteem, *Self Evaluation, Skills, Teacher Workshops
Identifiers-*Georgia Comprehensive Career Guidance Project

This document is one in a set of eight staff development training manuals developed to facilitate the efforts of educators in the planning and implementation of comprehensive career guidance programs on the secondary level (7-12). This series is based on the goals and developmental objectives identified by the Georgia Comprehensive Career Guidance Project. (See CE 018 130 for the final report of this project). The introduction of each manual outlines these goals and objectives under the following three domains: interpersonal effectiveness; work and life skills; and life career planning. The fifteen activities presented in this manual on self validation encourage maximum participant involvement and small group experiences. These activities relate to the students' quest for independence, identity, and confidence. More specifically, these activities are designed to help guidance team members learn more about particular psychological concepts and principles which facilitate student understanding of ``self'' as well as understanding of interactions with others. (The other seven staff development guides are available under ERIC CE 018 147, CE 018 150, CE 018 152, CE 018 154, CE 018 158, CE 018 161, and CE 018 163.) (BM)

ED 160 965　　　　　　　　　　　　　　　　CG 012 922

Brichta, Harriet Inn, Andres
Is Female Leadership Perceived as a Disadvantage?
Pub Date- 74
Note-35p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Changing Attitudes, Evaluation, *Females, *Group Dynamics, *Interaction Process Analysis, *Leadership Styles, Performance Criteria, Research Projects, *Sex Discrimination

Subjects read discussion group transcripts and evaluated the performance of group members, the group leader, and the group as a whole. Discussants' names were varied to represent male or female leadership and all-male, all-female or half-and-half group membership. The data supported two of the three coping strategies postulated as alternatives to attitude change, namely isolation and degradation. The only factor which reliably affected ratings of group performance was the sex of the chairperson. Female-led groups were evaluated more favorably than the same groups when they were led by males. (BN)

ED 160 989 CS 004 401

Stotsky, Sandra

Toward Reassessment of the Principles Underlying Choice of Vocabulary and Reading Selections in Developmental Reading Programs for the Elementary School.

Pub Date-78

Note-49p.; Research prepared at Curry College; Several Tables may not reproduce well due to type size and print quality

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Basic Reading, Child Language, *Content Analysis, Elementary Education, Reading Instruction, *Reading Materials, Textbook Evaluation, *Vocabulary Development, *Word Frequency

Identifiers-*Prefixes

On the assumption that word frequency in written language as well as children's knowledge of words can provide the basis for a systematic contextual approach to reading vocabulary development, six current reading series and their workbooks (grades two through six) were analyzed for their presentation of prefixed words in context. Results of the study revealed that sufficient opportunities for systematic vocabulary development did not exist at many grade levels in the series for the following reasons: there was a general lack of coordination between what was suggested for teaching in the teacher's guides and what was offered in corresponding reading selections; textbook writers and consultants misunderstood what prefixation is in the English language; and there was an over-reliance on the principle of frequency or on the literary selections in determining the vocabulary used in the text. It was concluded that a generalization from the findings on prefixed words justifies the development of a new rationale for determining vocabulary in reading texts. (MAI)

ED 161 078 CS 204 473

Ney, James W. Leyba, Rachel

Miscue Analysis in Writing.

Arizona State Univ., Tempe.
Spons Agency-National Council of Teachers of English, Urbana, Ill. Research Foundation.
Pub Date- 75
Note-25p.; For related documents, see CS004443 and CS204472-475
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Elementary Education, Grade 4, Intermediate Grades, *Language Research, *Miscue Analysis, *Sentence Combining, *Writing Skills
Identifiers-*Writing Miscues

Strategies used in the writing process by fourth grade students were studied by eliciting miscues in sentence combining writing samples. Following the procedure used by Goodman in the elicitation of miscues in reading, students were required to perform writing exercises slightly above their expected ability. Writing samples were collected from 9 boys and 16 girls over a four-month period, involving 30 minutes of class time for three class periods per week. Some of the results indicated that, of the miscues involving omission of a phrase or of members of a particular part of speech, the omission of nouns or noun phrases is the most frequent; the next most frequent is the omission of determiners. Analysis of miscues revealed individual differences in language processing and the possibility of two or three different styles of processing written linguistic forms. Examples of miscues made by the students are included. (MKM)

ED 160 787 CE 017 651

Halfin, Harold And Others

Third Party Evaluation Report for the Wisconsin Career Education Consortium, Project No. 554AH50646.

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.

Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.; Wisconsin State Dept. of Public Instruction, Madison.

Pub Date-Jul 76

Grant-G007503906

Note-184p.; Not available in hard copy because of reproducibility problems; For related documents see CE 017 649-650

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Career Education, *Consortia, Data Analysis, *Data Collection, Demonstration Programs, Elementary Secondary Education, *Evaluation Methods, Information Dissemination, Needs Assessment, Program Development, Program Effectiveness, Program Evaluation, *Program Improvement, *Program Validation, Questionnaires, Records (Forms), School Districts, Surveys

Identifiers-Eau Claire Public Schools WI, Kimberly Public Schools WI, Madison Public Schools WI, Oregon Consolidated Schools WI, Public Law 93 380, Shawano Public Schools WI, Sheboygan Public Schools WI, Watertown Public Schools WI, *Wisconsin Career Education Consortium

Seven Wisconsin school districts formed a consortium to improve district level implementation of career education, K-12. Each district developed assessment and/or evaluation instruments to meet their specific needs, and circulated these instruments among all seven districts for review and feedback. After revision and field testing, these instruments were compiled in a kit and made available to other school districts. Each consortium district also produced and disseminated demonstration packets (twenty-two altogether) based on various facets of career education. Finally, each district was engaged in activities to meet its own needs and objectives. (This third-party evaluators' report includes evaluation decisions, evaluation/data analysis procedures, data collection instruments, and data summaries. Available separately are the consortium-wide performance report, CE 017 649, and the individual performance reports, CE 017 650.) Results indicated that the consortium project made a significant contribution to the enhancement of career education in the state, developed a number of good quality products, met incremental change levels identified by the schools, and provided dissemination activities that were effective and comprehensive in scope. Recommendations were made to increase the scope of the instruments and to determine their criterion-related validities. (Author/BM)

ED 160 804 CE 017 804

Cost-Effective Position Management: A Training Program for Local VA Management.

Veterans Administration, Washington, D.C. Office of Assistant Administrator for Personnel.

Report No.-TG-05-23

Pub Date-Oct 77

Note-103p.; Not available in hard copy because of faint type

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Administrative Organization, Administrative Principles, *Cost Effectiveness, Course Content, Instructional Materials, Job Analysis, *Job Development, Lesson Plans, *Management Education, *Manpower Utilization, *Supervisory Training, Transparencies

Identifiers-*Veterans Administration

This course manual is intended for use in training Veterans Administration line managers and supervisors who have responsibility for work organization, position design, and manpower utilization. Contents are in five sections. Section I gives a brief overview of instructor information: course purpose, objectives, methodology, schedule (five two-hour sessions), class size, seating arrangements, and materials and equipment. Twelve lesson modules are presented in section II. By title they are as follows: Welcome and Introduction; What Is Position Management and Why the Concern about It?; Current Regulatory Requirements; Cost Benefit Considerations in Work Organization; Job Analysis; The Basic Tool for Effective Position Management; Principles of Effective Job Design; Job Design for Motivation; Organizational Design above the Non-Supervisory Level; Adjusting to Position and Staffing Imbalances; Developing a Plan of Action to Attain Position Management Objectives; A Position Management Committee Workshop; and Summary and Conclusion. Each module includes lesson objective, length of time for module, instructional method, materials needed, key points to be made, and directions for the use of materials and equipment. Section III contains a list of readings to be read by each class participant before the first class meeting. Master copies of twenty class handouts and eleven transparencies are included in section IV and V respectively. (JH)

ED 160 822 CE 017 991

Casey, Florence M., Ed.

Perspectives on Public Job Creation. R & D Monograph 52.

Employment and Training Administration (DOL), Washington, D.C.

Pub Date-77

Note-159p.; Some tables in this document will not reproduce well because of small, broken type

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

EDRS Price MF-$0.83 HC-$8.09 Plus Postage.

Descriptors-*Community Involvement, Community Role, Correctional Rehabilitation, Day Care Services, Economic Development, *Employment Programs, Health Services, Housing Needs, *Human Services, *Job Development, Labor Force, Older Adults, Parks, *Physical Environment, Physically Handicapped, Problems, Program Costs, Program Planning, Project Applications, Rail Transportation, Recreational Facilities, Social Services, Staff Utilization, Tutorial Programs, *Unemployed, Urban Renewal

In this anthology of papers by academic and other experts, the job creation potential of a major public jobs program is explored. The authors were encouraged to develop new ideas and to estimate the impact of their approach. In general the ideas reported relate to jobs created as the result of responses to social and environmental concerns. Housing needs and health services are just two of the concerns mentioned. The topics are covered in four sections: Public Jobs for the Public Good,'' Estimating Public Job Creation Possibilities,'' Job Creation Projects that meet Local, Regional, and National Needs,'' Job Creation: Identifying Appropriate Target Areas.'' In Public Jobs for the Public Good,'' for instance, provisions for new kinds of services for the elderly, disabled, and working parents are discussed. Jobs created through new roles for the neighborhood center, community arts center, community organizations, and state, regional, and national organizations are also suggested. In addition, potential problems with wage rates, auxiliary services, criteria for employment, and upgrading are addressed. (CSS)

ED 160 873 CE 018 332

Allen, David

An Analysis of Alternatives for the Implementation of Part A, Sec. 111 (2) (A) and (B) Payment to States of Public Law 94-482. Final Report.

California Univ. Extension, Los Angeles, Div. of Vocational Education.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date-29 Sep 78

Grant-G007703204

Note-164p.; Not available in hard copy because of reproducibility problems

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Administrative Change, Administrative Organization, Administrative Personnel, *Administrative Problems, *Expenditures, *Federal Legislation, *Federal State Relationship, Financial Support, National Surveys, *Staff Utilization, State Aid, State Programs, Statewide Planning, Vocational Directors, *Vocational Education

Identifiers-*Public Law 94 482

This project analyzed the effects upon states of the implementation of Part A, Section 111 (2) (A) and (B) Payment to States of Public Law 94-482. Contacts were made with the fifty state directors of vocational education and, with the assistance of an advisory committee, one inquiry document and accompanying definitions were developed. The document was pilot tested with the state director of Arizona. After modifications were made, the inquiry document was sent to the fifty state directors. All fifty responded. Three areas were studied: (1) state administrative funding and staffing, (2) state trends in administrative staffing, workload and state legislative support, and (3) state administrative services and activities in relationship to the percentage of staff time devoted to each. Analyses of the data indicated that most larger states were not optimistic about receiving state legislative support for additional state administrative activities and services. Many states were having staffing problems in fulfilling federal mandates and were redirecting state administrative staff activities and services from some leadership activities to mandated compliance activities. Eleven recommendations were made for alternative actions by the states. (Author/JH)

ED 160 894 CE 018 417

Jezierski, Kathleen, Comp.

Index of Interim, Supplemental, and Final Reports from Career Education Pilot Projects Supported under Part C and Part D of Public Law 90-576.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-May 78

Note-78p.; Not available in hard copy due to reproducibility problems

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Career Education, Federal Legislation, *Grants, *Indexes (Locaters), Information Dissemination, Information Retrieval, *Information Services, Input Output, *Pilot Projects, Reports, Research Projects, *State Programs

Identifiers-Public Law 90 576, United States

This index contains accession numbers from the ERIC and AIM/ARM (Abstracts of Instructional and Research Materials in Vocational and Technical Education) systems under which products of career education projects funded under Part C and Part D of Public Law 90-576 may be retrieved. The work is subdivided into four separate indexes, according to first and second rounds of Part C and first and second rounds of Part D, respectively. This publication is intended for use in conjunction with four volumes of abstracts, ED 063 520, ED 136 068, ED 099 518, and ED 099 523. These volumes contain abstracts of the original pilot projects' proposals. The index provides a listing of the grantee, project number, grant number, and the ED (ERIC) and/or VT (AIM/ARM) numbers of the available interim, supplemental, and final reports from each state and territory for each of the four volumes of abstracts. The listing is at times incomplete. An introductory section provides background in the growth of career education. Also included is a key to various codes used in the index and a section explaining in detail how to use the index and retrieve the documents for which ED and VT numbers have been provided. (Author/CSS)

ED 160 915 CG 012 845

Brehony, Kathleen A. Geller, E. Scott

Relationships Between Psychological Androgyny, Social Conformity, and Perceived Locus of Control.

Pub Date- 77

Note-28p.; Not available in hard copy due to marginal legibility

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Androgyny, College Students, *Conformity, Females, *Locus of Control, Males, Peer Influence, Research Projects, *Sex Differences, *Sex Stereotypes

The decisions and attitudes of sex-stereotyped and androgynous individuals (as defined by the Bem Sex Role Inventory) were compared in a social conformity paradigm and on two measures of locus of control. The conformity paradigm consisted of 160 trials in which subjects predicted one of two possible stimuli after hearing predictions of two other subjects. On trials when the confederates predicted the same stimulus, stereotypic females conformed significantly more often than androgynous females and stereotypic males. In a post-experimental questionnaire, stereotypic females indicated that they had been the most influenced, whereas androgynous females reported the least amount of influence from others. Stereotypic subjects of both sexes admitted to holding significantly more traditional sex-role attitudes than androgynous subjects. Results from the Rotter I-E Scale indicated only that males scored significantly more internal than females. However, data from Coan's Personal Opinion Survey showed that androgynous females were reliably more internal than stereotypic females on six of the seven factors. Implications of these data are discussed with regards to traditional sex effects in the social conformity and locus of control literature. (Author)

ED 160 940 CG 012 886

Lefkowitz, Joel

Problems of Conducting Research in Organizations: The Case of Police Departments.

Pub Date- 77
Note-19p.; Best Copy Available
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Consultants, *Experimenter Characteristics, Law Enforcement, *Organizations (Groups), *Police, *Psychological Studies, Psychologists, *Research Problems, State of the Art Reviews, Taxonomy

This paper presents a description of police research problems in such fashion that it could be generalized to other types of organizations. A two-dimensional taxonomy of problems in conducting psychological research in police departments is discussed. The first dimension concerns generality-uniqueness of the problem, relative to formal organizations in general, and includes common problems, similar problems, and unique problems. The second dimension discusses the source of the problem, and includes: (1) nature of the psychologist-researcher; (2) nature of the police officer; (3) nature of the psychologist-police officer interaction; and (4) nature of the police organization and police role. (Author/JLL)

ED 161 100 CS 502 253

Tubbs, Stewart L.

The Misfit between the Speech Communication Field and the Needs of Business and Industry.

Pub Date-Dec 75

Note-10p.; Paper presented at the Annual Meeting of the Speech Communication Association (61st, Houston, Texas, December 27-30, 1975)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*College Curriculum, Employment Opportunities, Higher Education, Job Development, *Job Market, *Job Skills, *Job Training, Organizational Communication, *Speech Communication, *Speech Curriculum

A growing number of speech communication graduates are unable to find employment in their field. To ameliorate this situation, speech communication educators should consider the following three recommendations. First, the mission of higher education should be reassessed. In addition to the creation and dissemination of knowledge, higher education needs to place more emphasis on the application of such knowledge. For example, in place of laboratory research, more field research should be encouraged. A second recommendation involves remodeling the curriculum. Communication colleges need to prepare students to do something other than teach what they have been taught. These students must be educated so that they have more to offer nonacademic organizations. The third recommendation is that speech communication educators redefine their professional roles. One step in this direction would be for the Speech Communication Association to add a division of organizational communication to make its research and consulting services available to business and industry. Another step is for educators to begin to change from teacher/scholar to teacher/scholar/consultants. Finally, educators could begin to act as a liaison between the classroom and the business world. More efforts along these lines can provide a way for improving students' abilities to apply their knowledge to a job situation. (FL)

ED 161 162 EA 010 986

Iannaccone, Laurence

Access and Legitimacy in School-Community Relations.

Pub Date-7 Apr 77
Note-12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, New York, April 4-8, 1977)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Community Control, *Community Involvement, Decision Making, Education, Governmental Structure, Political Power, Politics, *School Community Relationship

We are, for the second time in a hundred years, experiencing a revolution in the politics of education. In the 1890s municipal reform wrested control of urban school systems from city political machines and their neighborhood subunits. Since then the structure of school government has rested on two types of legitimacy. These are a belief in professionalism and a commitment to middle-class influence. The institution of the nonpartisan, at-large school board not only cut the roots of the urban machine, it also destroyed neighborhood and parent access to educational decision-making. For two decades now the second political revolution has challenged the legitimacy of the professionals and the middle class. A teacher organization elite has now replaced the administrator elite. New building level access mechanisms have arisen in mandated advisory groups and community school efforts. We are now entering a trial and error phase in the second political revolution. Technological issues about teaching and learning need to be resolved before the trial and error process can end fruitfully. Careful natural history studies with open-ended theory generation as requisite goals will provide the understanding needed for the early years after the present revolution. (Author/JM)

ED 161 211 EC 112 346

Hawkins-Shepard, Charlotte

The Long Beginning: An Overview of the First 150 Years of Federal Legislation and Funding for the Handicapped.

Pub Date-Oct 78
Note-39p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Budgeting, *Educational Legislation, Educational Trends, Federal Government, *Federal Legislation, Financial Support, *Handicapped Children, Laws

Presented is an overview of the first 150 years of federal legislation and funding for the handicapped. Seventeen terms are defined and the position of the Bureau of Education for the Handicapped within the federal structure is examined. The congressional process of authorizing federal funds for special education is explained and 50 specific federal laws are described. Special education funding for fiscal years 1978 and 1979 is also discussed and future trends pertaining [illegible] financing of special education are considered. (BD)

Hoyman, Ronald D.

The Development of a Series of Recommendations and Procedures Required in Administration of a Centralized Program of Occupational Competency Assessment.

Pennsylvania State Univ., University Park. Div. of Occupational and Vocational Studies.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date-May 78

Note-164p.; Master's Thesis, Pennsylvania State University ; Parts of appendix marginally legible due to print quality; Best copy available

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors-*Evaluation Methods, Masters Theses, Occupational Tests, Performance Criteria, *Program Administration, State Programs, *Teacher Evaluation, *Teacher Qualifications, Teaching Skills, Testing, *Vocational Education Teachers

Identifiers-Pennsylvania

A study was conducted to provide information and representative examples necessary for the establishment of administrative procedures required in conducting a statewide program to assess the occupational competency of vocational-technical instructors. The data used in the study was obtained from a review of the current literature, samples of forms and procedures used in Pennsylvania's occupational competency assessment program, and interviews. From these a series of eight proposed recommendations and procedures for the administration of a centralized program were made. These are discussed under the following topic headings: (1) funding and proposal guidelines for a program of occupational competency assessment, (2) development of a centralized office for occupational competency assessment, (3) procedures for evaluation of the candidate in occupational competency assessment, (4) coordination and use of National Occupational Competency Testing Institute Examinations, (5) procedures for development of written occupational competency examinations, (6) procedures for development of performance occupational competency examinations, (7) procedures for test development and test examiner workshops, and (8) procedures for maintenance and improvement of occupational competency assessment. (Over one-half of the document is appended material related to the procedures discussed.) (JH)

ED 161 033 CS 204 365

Woodson, Linda
The Phaedrus,'' Perelman, and the Groundwork for a Theory of Composition.
Pub Date-78
Note-11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (29th, Denver, Colorado, March 30-April 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Cognitive Processes, *Composition (Literary), Composition Skills (Literary), *English Instruction, Higher Education, Philosophy, *Rhetoric, *Rhetorical Criticism, Secondary Education, *Teaching Techniques
Identifiers-*Perelman (Chaim)

Chaim Perelman, in The New Rhetoric,'' discusses a paradigm for understanding how study of composition can be altered by knowledge of thought processes gained by cognitive psychologists and psycholinguists. He describes this rhetoric as rhetorical rationalism'' that recognizes a multiplicity of ways of being reasonable and recognizes that the goal of rhetoric is to elaborate principles of being, thought, and action that are humanly reasonable.'' However, it is necessary to leave room for future modification, recognizing that values play an important part in decisions and introduce an arbitrary element in any decision. He creates a useful heuristic for the composition class: philosophical pairs (evoked simultaneously but not necessarily opposites) that can be used by students to determine the most effective approach to a topic. Such pairs include means/ends, multiplicity/unity, and letter/spirit; they generate a structure and a vocabulary which become an essential part of the argument. The use of these pairs in composition classes helps students suspend judgment and gives them a procedure which brings out the uniqueness of what they are writing about. (TJ)

ED 161 236 EC 112 425

Guerin, Gilbert R.

The Effectiveness of Teaching Strategies on Performance of Handicapped Pupils.

San Jose State Coll. Foundation, Calif.

Spons Agency-California State Dept. of Education, Sacramento.

Pub Date-31 Jul 78

Note-93p.; Parts marginally legible due to print quality; Best copy available

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Academic Achievement, *Behavior Change, Effective Teaching, Elementary Education, Exceptional Child Research, *Learning Disabilities, Mentally Handicapped, Motor Development, Program Effectiveness, *Self Concept, *Teaching Methods, *Trainable Mentally Handicapped, Visualization

Identifiers-Relaxation

Three non-academic teaching strategies were evaluated for their impact on the academic, behavioral, and self concept learning of 40 trainable mentally retarded and 44 learning handicapped children (8-12 years old). The children in each category were divided into four groups: a control group, a visualization training group, a relaxation training group, and a motor training group. Children in the control group were read children's literature. Instruction was given 20 minutes a day, 4 days a week for 11 weeks. Pre- and post-testing was given in the areas of academic achievement, classroom behavior, and self concept. The trainable Ss also received testing in basic skills. Control and experimental groups both experienced growth without significant differences. (Among appended materials are copies of the test used; outlines of the daily schedules for relaxation, visualization, and movement programs; additional information on the movement program; information on the intervention program for controls; and sample letter charts.) (Author/SBH)

ED 161 274 FL 009 783

Politzer, Robert L.

Some Reflections on the Role of Linguistics in the Preparation of Bilingual/ Cross-Cultural Teachers. Bilingual Education Paper Series, Vol. 1, No. 12.

California State Univ., Los Angeles. National Dissemination and Assessment Center.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Jul 78

Note-19p.

Available from-National Dissemination and Assessment Center, 5151 State University Drive, King Hall C2094A, Los Angeles, California 90032 ($1.00)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Affective Objectives, Applied Linguistics, Biculturalism, *Bilingual Education, *Bilingual Teachers, Cognitive Objectives, *Cross Cultural Training, Cultural Awareness, Cultural Context, Cultural Education, Cultural Pluralism, Higher Education, Interdisciplinary Approach, Language Attitudes, Language Instruction, Language Tests, Language Variation, *Linguistics, Program Content, Psycholinguistics, *Sociolinguistics, Teacher Attitudes, *Teacher Education, Teaching Methods

Identifiers-Elementary Secondary Education Act Title VII

During the past twenty years, the field of linguistics has changed in ways that are significant for the preparation of bilingual/cross-cultural teachers. Most linguists today would agree that variability in language and the relation of language to societal phenomena are now major concerns of linguistic inquiry and that interdisciplinary branches of linguistics, especially sociolinguistics and psycholinguistics, are assuming increasing importance in linguistic inquiry. The importance of the contribution of sociolinguistics and psycholinguistics to the training of bilingual education specialists must be judged according to the utilization and role of these sciences in the total professional preparation. Knowledge of them must be matched with cultural understanding and a knowledge of teaching methodology and the language of the target group. Because teachers' attitudes seem to influence educational outcomes, the impact of a linguistics course on language attitudes suggests that the linguistics course must be taught not only from the cognitive but also from the affective point of view. A summary of the findings of a test battery being developed by the Program for Teaching and Linguistic Pluralism of the Center for Educational Research at Stanford concludes this paper. It reinforces the view that a knowledge of linguistics cannot be successfully applied without a knowledge of the pupils' dominant language or without cultural understanding and empathy. (AMH)

ED 161 294 FL 009 820

Report of the Phonology Laboratory, No. 2.
California Univ., Berkeley. Dept. of Linguistics.
Pub Date-May 78
Note-119p.; One paper in this collection, The Production of Tone,'' by John J. Ohala, is not included due to copyright restrictions.
Available from-Editor, RPL, Phonology Laboratory, Department of Linguistics, University of California, Berkeley, California 94720 ($3.00)
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-*Acoustic Phonetics, Articulation (Speech), Consonants, Distinctive Features, Intonation, Language Development, *Language Research, Language Universals, Neurolinguistics, Phonemics, *Phonetics, Phonological Units, *Phonology, Physiology, Research Reviews (Publications), *Speech, Stress (Phonology), Suprasegmentals, Syllables, Vowels

This is one of a series of reports intended to make the results of research available and to serve as progress reports. The following abstracts are included: (1) Learning the Phonetic Cues to the Voiced-Voiceless Distinction: Preliminary Study of Four American English Speaking Children,'' Mel Greenlee; (2) Learning the Phonetic Cues to the Voiced/Voiceless Distinction: A Comparison of Child and Adult Speech,'' M. Greenlee; (3) Auditory Basis of Progressive Tone Spreading,'' H. R. Javkin; (4) Towards a Model for Syntagmatic Processing,'' J. Kingston; (5) Pseudo-explanations in Phonology,'' J.J. Ohala; (6) Speculations on Pitch Regulation,'' J.J. Ohala; (7) The Physiology of Stress,'' J.J. Ohala; (8) Acoustic Reasons Why Labio-velars are Both Labials and Velars,'' J.J. Ohala and J. Lorentz; (9) Control of Vocal Tract Length in Speech,'' C.J. Riordan; (10) Vertical Larynx Position in Whispered Speech,'' C.J. Riordan; and (1) Perceptual Correlates of Vowel Nasalization,'' J.T. Wright. The papers presented here are: (1) Speech Aerodynamics and Phonological Universals,'' J.J. Jaeger; (2) Towards a Phonetic Explanation for Universal Preferences in Implosives and Ejectives,'' H. Javkin; (3) Phonological Notations as Models,'' J.J. Ohala; (4) Southern Bantu vs. the World: The Case of Palatalization of Labials,'' J.J. Ohala; (5) Explaining the Intrinsic Pitch of Vowels,'' J.J. Ohala and B.W. Eukel; (6) Listeners' Ability to Identify Languages by Their Prosody,'' J.J. Ohala and J.B. Gilbert; (7) The Story of [w]: An Exercise in the Phonetic Explanation for Sound Patterns,'' J.J. Ohala and J. Lorentz; (8) Testing Hypotheses Regarding the Psychological Manifestation of Morpheme Structure Constraints,'' J.J. Ohala and M. Ohala; and (9) The Production of Tone,'' J.J. Ohala. The report concludes with announcements of available language tapes. (AMH)

ED 160 770 CE 017 293

Journal of Human Services Abstracts. Volume 3, Number 3.
Department of Health, Education, and Welfare, Washington, D.C. Project Share.
Pub Date-Jul 78
Contract-100-75-0179
Note-108p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-*Abstracts, Child Abuse, Community Development, Community Services, *Delivery Systems, Government Role, Health Services, *Human Services, Indexes (Locaters), Information Needs, Neglected Children, Older Adults, Policy Formation, Program Administration, Program Evaluation, Program Planning, Resource Guides, Social Services

This index, containing 450 abstracts on human services, is published quarterly to make available a broad range of documents to those responsible for the planning, management, and delivery of human services. The entries are arranged alphabetically by title and indexed by subject matter. Each entry includes the title, order number, source, price, and abstract. Some representative subject areas are as follow: abused children, administration of human services delivery, administrative linkage methods, adoption-related services, agency/community relationship techniques, client intake, consumer access to services, data/information needed for planning, diagnostic services, the elderly, evaluation methodology, federal grants/funds for human services, health services, measurement/forecasting and needs assessment methodology, the mentally disadvantaged, neglected children, organizational/administrative arrangement of human services delivery, state human service agencies, and types of services. (EM)

Bernhardt, Edna Erickson

K-1 Career Guidance Activities. Early Elementary Classroom Activities.

Missouri Univ., Columbia. Dept. of Counseling and Personnel Services.
Spons Agency-Georgia State Dept. of Education, Atlanta.; Office of Education (DHEW), Washington, D.C.
Pub Date-77
Grant-G007500339
Note-108p.; For related documents see CE 018 135-137 ; Colored pages may not reproduce clearly
EDRS Price MF-$0.83 HC-$0.01 Plus Postage.
Descriptors-*Activity Units, *Career Awareness, *Career Education, Elementary Education, Elementary School Guidance, Fused Curriculum, Grade 1, Kindergarten, Learning Activities, *Occupational Guidance, Teaching Guides

Thirty classroom activities in career guidance for grades K-1 are presented in this guide, one of a series of three for elementary curriculum infusion. The activities are organized into three areas: interpersonnel effectiveness, work and life skills, and life career planning. Each activity lists subject matter area (e.g., language arts, art, or health), class grouping, time needed, concepts and vocabulary, teacher preparation tasks, materials/resources, skills required of the students, and the steps for completing the activity. A resource section contains materials (to be reproduced) for the activities: games, transparencies, questionnaires, and sample letters to parents and community members. The appendixes list the student behavior goal for each activity in relationship to the Georgia Comprehensive Career Guidance Project list of thirty goals. (JH)

ED 160 966 CG 012 923

Fitz, Don Gerstenzang, Sharon

Anger in Everyday Life: When, Where, and With Whom?

Pub Date-4 May 78

Note-12p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (50th, Chicago, Illinois, May 4-6, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Aggression, *Conflict, *Family Problems, *Hostility, Interpersonal Relationship, Research Projects, *Sex Differences, Social Behavior, *Violence

Identifiers-*Interpersonal Conflict Questionnaire

Commuter students completed the Interpersonal Conflict Questionnaire which asked about four interactions involving hostility ranging from silent anger to physical violence. Results showed that intense episodes typically occurred longer ago, and most opponents were known for more than a year. Intense episodes were more likely to occur at one's own home and involve blood relatives as opponents. Frequency of spouses and lovers as opponents remained constant across episodes. Though the frequency of anger for men and women did not differ, there were sex differences with respect to location, relationship to opponent, and sex of opponent. The only significant effect for age of respondent indicated that the youngest (19-20 yrs.) were least likely to become angry at strangers or casual acquaintances. (Author)

ED 161 011 CS 004 445

International Reading Association 1977-1978 Annual Report.
International Reading Association, Newark, Del.
Pub Date-78
Note-48p.
Available from-International Reading Association, 800 Barksdale Rd., Newark, Delaware 19711 (Free of charge)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Annual Reports, *International Organizations, Organizations (Groups), *Professional Associations, *Reading Instruction, Reading Research

The introductory section of the International Reading Association (IRA) annual report briefly discusses recent developments concerning the organization, including its deficit budget, the establishment of an IRA Washington representative, an account of the debate concerning the holding of conventions in states which have not ratified the Equal Rights Amendment, the adoption of professional guidelines for the preparation of reading teachers, and the development of a Spanish language journal. The body of the report begins with the president's message and separate sections are devoted to membership and council relations; national affiliates; special interest groups; committees; professional projects and research; conventions, congresses, conferences, and seminars; publications; professional relations; the professional library; finance and administration; financial statements; and an auditor's report. (FL)

ED 161 056 CS 204 438

Ward, Jay A.

The Purpose of the In-Service Program for Graduate Students.

Pub Date-78
Note-10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (29th, Denver, Colorado, March 30-April 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Composition (Literary), *English Education, Evaluation Methods, Graduate Students, *Graduate Study, Higher Education, *Inservice Programs, *Inservice Teacher Education, *Teaching Experience

An inservice program for doctoral composition specialists should train the teaching fellow to teach composition at a variety of levels, to administer writing programs, and to supervise writing clinics. It should also encourage teaching fellows to recognize the study and teaching of composition as fertile areas for research and scholarship and it should prepare its fellows for entry into the job market. The foundation of such an inservice program is a clear and precise written statement of the university and departmental policies and curriculum for composition. Other crucial elements are preservice training, a mentor assigned to each fellow, and a how-to-teach-composition-in-college'' course. Evaluation of the fellow should include direct observation by an experienced faculty member, student evaluation, and an overall teaching report based on mentor report, performance in methods class, observation reports, student evaluations, and evaluation of theme grading. (TJ)

ED 161 120 EA 010 933

Hunter, Carolyn

Planning for Change: Three Critical Elements. Keys to Community Involvement Series: 4.

National School Public Relations Association, Arlington, Va.; Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jan 78
Contract-400-76-0025
Note-18p.; For related documents, see EA 010 930-944
Available from-National School Public Relations Association, 1801 North Moore Street, Arlington, Virginia 22209 ($2.00; $24.00 for set of 15 Keys; discounts available; payment must accompany orders)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Change Strategies, *Citizen Participation, *Community Involvement, Group Relations, *Organizational Effectiveness, *Planning

This booklet is about planning for citizen involvement; it suggests both a framework and a process for planning, after interest in an idea is evident but before resources for implementation are available. Experience with citizen involvement efforts suggests that successful planning has three elements. The first is a shared vision of potential: what the future will be like after the proposed change is introduced, what results are expected, what purposes will be met, and who must be satisfied. The second element is commitment and support for the proposed change, not only from those who are directly involved in the planning effort, but also from those who will supervise or help carry out the new practice. The third element is a planning design based on these shared perceptions and support, with adequate preparation for startup and a procedure for later monitoring and problem-solving. Each of these elements is discussed in more detail in the booklet. (Author/MLF)

ED 161 142 EA 010 959

Johnson, Simon O. Chaky, June
Climate for Learning: A Symposium. Creating a Climate for Learning, and the Humanizing Process. The Principal and School Discipline. Curriculum Bulletin Vol. XXXII, No. 341.
American Nepal Education Foundation, Oceanside, Oreg.
Pub Date-Sep 78
Note-24p.
Available from-Curriculum Bulletin, Oceanside, Oregon 97134 ($2.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Discipline, Elementary Secondary Education, *Humanization, *Principals, Student Teacher Relationship, Teacher Administrator Relationship

This publication contains two articles focusing on creating a climate for learning. In Creating a Climate for Learning, and the Humanizing Process,'' Simon O. Johnson offers practical suggestions for creating a humanistic learning environment. The author begins by defining the basic concepts humanism, affective education, affective situation, cognitive education, self-concept, and discipline. He then offers a number of practical suggestions on adopting humanistic principles, humanizing student goals and objectives, evaluating students, using humanistic teaching methods, and developing humanistic teacher characteristics. He also offers suggestions for improving the teacher-principal relationship. The author concludes with plans for making two specific humanistic school changes. In The Principal and School Discipline,'' Johnson and June Chaky present and explain several suggestions emerging from their survey of over 700 teachers and administrators, including: (1) the principal should be a leader in staff development activities to give teachers the knowledge necessary to avoid classroom problems; (2) teacher evaluation should be a nonthreatening process that avoids the distrust out of which discipline problems spring; (3) the principal should ensure that fair rules and regulations are developed and enforced firmly; (4) the principal should make an effort to get to know pupils; and (5) discipline should be applied with tolerance and in the absence of confrontation. (Author/JM)

ED 161 184 EC 112 243

Bradley, Doris

Language Intervention. A Sampling of Selected Programs for Severe, Moderate, and Mild Impairments 1969-1975.

North Carolina Univ., Chapel Hill. Frank Porter Graham Center.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date-78

Contract-300-77-0507

Note-58p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Evaluation Methods, *Intervention, Language Development, *Language Handicapped, Language Instruction, *Language Programs, Language Skills, *Program Descriptions, Program Evaluation, Retarded Speech Development

Eleven selected language programs made available between 1967 and 1975 are described. The introduction explores the theoretical perspectives at work during the past 15 years and discusses the factors which should influence language program choice, how children acquire language skills, and techniques for evaluating the success of language intervention. The booklet is divided into programs for mild handicaps (including the Peabody Language Development Program), moderate handicaps (including the Distar Language Program), and severe handicaps (including Systematic Language Instruction: the Illinois Program), with accompanying explanations regarding the nature of language impairements in each of these groups. (BD)

ED 160 737 CE 015 951

Access to Knowledge. Volume II. Data Collection and Analysis: An Appendix to The Report of the Florida Commission on Educational Outreach and Service.

Florida Commission on Educational Outreach and Service, Tallahassee.

Pub Date-76

Note-111p.; Not available in hard copy due to reproducibility problems; For a related document see ED 138 299

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Access to Education, Adult Education, Adult Educators, *Adults, Adult Students, College Administration, Community Leaders, Data Analysis, *Data Collection, *Learning Activities, Needs Assessment, *Outreach Programs, Postsecondary Education, Program Effectiveness, Sampling, *State Surveys, Tables (Data), University Administration

Identifiers-Florida, Florida Commission Educational Outreach Service

This appendix gives a detailed explanation of how data was collected in a Florida statewide study designed primarily to determine the degree and type (or desired degree and type) of adult participation in learning activities. The sections in the report are descriptive in nature, and a major portion of the material is comprised of tables, interview schedules, questionnaires, and other exhibits. The report is divided into five major sections. Section 1 presents the methodology for the population survey and includes the sample design, interviewing techniques, and findings. Sections 2 and 3 describe the surveys of selected public and private organizational leaders to determine current and future instructional needs and to assess research and other service outreach. Section 4 briefly reviews the College and University Presidents' Outreach Inventory. The final section examines the contents and results of the questionnaires developed to obtain student and faculty evaluations and recommendations concerning library services. (To understand the data presented in this appendix, the reader must consult Volume I, Access to Knowledge,'' which is also in the ERIC system see note.) (CSS)

ED 160 941 CG 012 887

Reich, John W.

Parental Physical Abuse and Reactions to Suffering in Others.

Pub Date- 77
Note-11p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Attribution Theory, *Corporal Punishment, Developmental Psychology, Empathy, *Identification (Psychological), *Parent Influence, *Perception, *Reactive Behavior, Research Projects, Students, Violence

This exploratory study investigated subjects' reactions to the suffering of another person, with subjects categorized on the basis of their own levels of previous physical punishment by their parents. Within the just world victim derogation paradigm, subjects observed a similar/dissimilar other receiving punishing shocks (as compared to a no-shock control). The results showed a significant interaction of earlier parental punishment with victim suffering, and there was a trend for a similar victim to be derogated more than the dissimilar victim. High punishment subjects derogated more than low punishment subjects for both variables. High punishment subjects' reactions indicated an increased sensitivity to suffering. The relevance of this study for just world and defensive attribution theories was discussed. (Author)

Reed, Kathleen

Reading Instruction: The Affective Domain Measuring Affective Growth in Reading.''

Pub Date-Aug 78

Note-20p.; Paper presented at the Annual Meeting of the International Reading Association World Congress on Reading (7th, Hamburg, West Germany, August 1-3, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Affective Tests, Classroom Observation Techniques, Elementary Secondary Education, *Evaluation Methods, *Measurement Instruments, Observation, Questionnaires, Reading, *Reading Habits, *Reading Interests, *Student Attitudes, Student Behavior, Test Interpretation

Identifiers-*Reading Attitudes

A number of assessment measures are available for measuring affective growth in reading. Among the factors involved in affective response to reading are attitude toward reading, interest in reading, and attitude toward specific reading programs. The most commonly used of the reactive measures of affective reading growth (those in which participants are aware that the measurement is being taken) is the self-reporting questionnaire or inventory. Inventories are available to measure elementary and secondary school students' attitudes toward leisure time reading and reading as a school subject. Other reactive measures include teacher interviews and student journals and diaries. In interpreting the results of reactive measures, it should be recognized that responses may not be a true indication of participants' behavior. Nonreactive measures (those in which participants are not aware that they are being assessed) include physical evidence regarding library use; systematic, planned observation of students, which may be aided by observation checklists or scales; spontaneous observation; and archival records reporting student attendance, library circulation, and disciplinary actions. Chances for success in assessing reading attitudes are greatest if a variety of reactive and nonreactive measures are used. (GW)

ED 161 079 CS 204 474

Ney, James W.

A Short History of Sentence Combining: Its Limitations and Use.

Arizona State Univ., Tempe.

Spons Agency-National Council of Teachers of English, Urbana, Ill. Research Foundation.

Pub Date- 77

Note-17p.; For related documents, see CS004443 and CS204472-475

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Composition Skills (Literary), *Language Research, *Literature Reviews, *Reading Achievement, *Sentence Combining, *Sentence Structure, Teaching Techniques

This document traces the history of sentence combining, from Ney's study in 1966 and Mellon's study in 1969 to recent research conducted by Ney and supported by the Research Foundation of the National Council of Teachers of English. Studies by O'Hare (1973), Ney (1975), Combs (1975), Perron (1974), Green (1972), Hunt and O'Donnell (1969), Miller and Ney (1968), and Vitale and others (1971) have found that instruction in sentence combining did have a positive effect on students' ability to write sentences of the kind practiced. Studies by Stedman (1971), Thomas (1975), and Hughes (1975) have found that sentence combining significantly helps students to read, while Combs (1975) and Ney (1976) have not been able to find an improvement in reading on the part of their experimental groups. Differences of method in sentence combining research include use of signaled rather than free sentence combining exercises, variation in the number of sentences to be combined, and addition of oral exercises to the written exercises. Ney has also experimented with game techniques joined with sentence combining (1976) in a study in which the experimental group did not show significant gains over the control group. It is the belief of the researcher that sentence combining should be an important part of the elementary school curriculum for short periods of time daily while the value of sentence combining instruction at the college level has not yet been determined. (MKM)

ED 161 212 EC 112 347

Elder, Pamela S.

Visual Symbol Communication Instruction, Part I: Receptive Instruction. Experimental Edition.

Alabama State Dept. of Mental Health, Montgomery.; Alabama Univ., University. Center for Developmental and Learning Disorders.

Spons Agency-Office of Human Development (DHEW), Washington, D.C. Office of Developmental Disabilities.

Pub Date-78

Grant-59-P-20349

Note-84p.

Available from-DESEMO Project, University of Alabama in Birmingham, P.O. Box 313, University Station, Birmingham, Alabama 35294 ($7.50 in the U.S.; $12.50 outside the U.S.)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Guidelines, *Nonverbal Communication, *Physically Handicapped, Program Descriptions, Receptive Language, *Severely Handicapped, *Symbolic Language, Teaching Guides, *Teaching Methods, *Visual Learning

Described is a program developed to teach a visual symbol system of nonspeech communication for persons who are severely mentally handicapped and multiply handicapped. Included in the receptive language program are descriptions of the following program components: candidate selection guidelines, interdisciplinary assessment, materials (visual communication display and symbol cards), the visual or gestural response mode, the protocol, the lesson plan (teaching, reinforcement, and correction procedures), random schedules (for symbol placement, verbal cuing, card placement), 18 program guidelines, record keeping, retention testing, and visual symbol communication instruction. Suggested readings and materials are included. (BD)

ED 161 255 FL 009 656

Phillips, June K., Ed.

The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9.

American Council on the Teaching of Foreign Languages, New York, N.Y.

Pub Date-77

Note-317p.; Parts may be marginally legible due to small type

Available from-National Textbook Company, 8259 Niles Center Road, Skokie, Illinois 60076 ($9.00 paperback)

EDRS Price MF-$0.83 HC-$16.73 Plus Postage.

Descriptors-Attitude Tests, Communication (Thought Transfer), Communicative Competence (Languages), Creativity, *Cultural Awareness, Cultural Education, Futures (of Society), *Global Approach, Language Attitudes, *Language Instruction, *Language Programs, Language Tests, *Modern Language Curriculum, *Second Language Learning, Student Attitudes, Teacher Education, Teaching Assistants, Teaching Methods

This volume consists of the following articles: (1) Introduction: Language Is the Link,'' by June K. Phillips; (2) Foreign Language Study for a World in Transition,'' by Harold G. Shane and David L. Silvernail; (3) Our Language Heritage: A Historical Perspective,'' by Shirley Brice Heath; (4) Communication and Beyond,'' by Diane W. Birckbichler; (5) New Curricula Connnections,'' by Maurice W. Conner; (6) Responding to Today's Issues,'' by Beverly M. Enwall; (7) Making Crosscultural Connections,'' by Donald K. Jarvis; (8) Teacher Education for a Changing World,'' by Leona G. Bailey; (9) The 'L' Connection: The Interdependence of Second Language Programs,'' by John F. Kunkle; (10) Testing: A Vital Connection,'' by Randall L. Jones; and (11) Assessing Attitudinal Outcomes,'' by John A. Lett, Jr. Indexes to persons cited and to topics and institutions cited are also provided. (RM)

Study of Vocational Education Involvement with Apprenticeship Programs in Illinois. Executive Summary.

Cassel (Frank H.) and Associates, Inc., Chicago, Ill.
Spons Agency-Illinois State Advisory Council on Adult, Vocational and Technical Education, Springfield.
Pub Date-Jun 76
Note-25p.; For a related document see ED 147 488
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Apprenticeships, Educational Policy, Employer Attitudes, Equal Opportunities (Jobs), *Government School Relationship, Interagency Coordination, Labor Unions, *Policy Formation, *Program Attitudes, Program Planning, *Regional Programs, *School Industry Relationship, State Surveys, Surveys, Vocational Education, Work Attitudes
Identifiers-*Illinois

This study was conducted to gather data on apprenticeship programs in Illinois, with emphasis on the role of vocational education in the present system, and to recommend an alternative policy for the involvement of vocational education with apprenticeship programs. Study constraints included the fact that information was unavailable on programs not registered with the Bureau of Apprenticeship and Training (BAT), U.S. Department of Labor, or from former apprentices. Data from BAT records and from surveys of employers, labor unions, and present participants in apprenticeship programs were supplemented by interviews with educators. According to the authors, the study suggests that vocational education should act in partnership with others involved in preparing apprentices; however, as employers and unions indicate satisfaction with the existing system, educators should not insist upon the formation of a state apprenticeship council through BAT. Instead, the alternative of regional apprenticeship advisory boards is proposed. The report describes how these regional boards might be organized. (MF)

ED 160 823 CE 017 996

Work Experience Manual.
Arkansas Univ., Fayetteville. Dept. of Vocational Education.
Spons Agency-Arkansas State Dept. of Education, Little Rock. Div. of Vocational, Technical and Adult Education.
Note-31p.
EDRS Price MF-$0.83 HC-$2.00 Plus Postage.
Descriptors-*Career Exploration, Curriculum Guides, Employment Interviews, *Job Skills, *Job Training, Objectives, *Occupational Information, Personnel Evaluation, Recordkeeping, Vocational Education, Work Attitudes, Workbooks, *Work Experience Programs

This program provides supervised vocational personnel with work experience opportunities. The primary function and purpose of this program is the development and/or refinement of vocational competencies in occupational careers. In the introduction, the first of seventeen sections, course options and requirements are outlined. Criteria for the participant's goals and evaluation are delineated in section 2. Sections 3 through 8 contain materials for the participants to use during the program. They include the following exercise forms: initial employment information, organizational chart, job description, occupational report, and career information. Section 9 provides a task analysis example; the following section contains task analyses sheets for the participant to complete. Section 11 presents a lesson plan example which includes aids/supplies needed, instructional objectives, learner activities, teacher activities, and assignment(s); a form is included for the student to use in making a lesson plan. Section 13 contains a questionnaire to aid the employee in interviewing the employer. The next two sections contain employee personality inventories, one to be completed by the employee and the other to be completed by the employer. Section 16 inventories the participant's attitude changes as a result of the program, and the final section requests a summary of his/her occupational experiences. (CSS)

ED 160 874 CE 018 339

Walz, Garry R. Benjamin, Libby

Audit and Evaluation of the Georgia Comprehensive Career Guidance Project, Grades 7-12. Final Report.

Georgia State Dept. of Education, Atlanta.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-14 Oct 76

Grant-OEG-0-74-1741

Note-38p.; For related documents see CE 018 131-144, CE 018 146-148, CE 018 150, CE 018 152, CE 018 154, CE 018 157-158, CE 018 161, and CE 018 163

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Career Awareness, Career Development, Career Education, Educational Environment, *Evaluation, *Faculty Development, Guidance Programs, Human Relations, Inservice Teacher Education, *Instructional Improvement, *Instructional Materials, Leaders Guides, Leisure Time, Occupational Guidance, *Program Coordination, Secondary Education, Teacher Workshops, Work Environment

Identifiers-*Georgia Comprehensive Career Guidance Project

An external evaluation was conducted to assess the training packages developed by the Georgia Comprehensive Career Guidance Project (see CE 018 130 for the final report of this project). Three secondary staff development training packages (Educational Environment, CE 018 154; Work and Leisure Environments, CE 018 161; and Human Relations, CE 018 147) were evaluated for feasibility, transportability, and validity. Evaluation of project planning, communication and implementation was also conducted. Overall, the planning aspect of the management was judged to be extensive and generally effective. It was reported that participants at all levels found communication to be insufficient. The training packages were described as well organized, clear in exposition, substantive in content, and unique as a system in the breadth and comprehensiveness of their coverage. Since field testing and the implementation phase was yet to be done, the demonstrated usefulness of the materials could not be assessed. It was recommended that the manuals be analyzed to clarify the overlaps in content and activities and that an explanatory document be prepared to accompany the training packages to describe the relationships between packages and to identify specific goals, objectives, and activities within each training manual. Finally, additional changes in packaging and ideas for future development were suggested. (BM)

ED 160 916 CG 012 846

McCutcheon, Lynn E. Fichter, Eugene H.

Competence and Sex Prejudice Is the Latter Disappearing?

Pub Date- 77

Note-8p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Bias, College Students, *Females, *Males, Research Projects, Self Concept, *Sex Differences, Sex Discrimination, *Sex Stereotypes, *Student Attitudes

Male (N 80) and female (N 80) subjects who were matched for age and GPA were presented with either a competently or incompetently worded version of a 750-word excerpt from a journal article. The article was attributed to either Joan or John Maxwell. Subjects rated each article on scales for: professional competence of the author; writing style; ability to convince the reader. Separate 2 x 2 x 2 factorial analyses of variance were applied to responses on each scale. There were no significant effects for professional competence of author; there was a marginally significant effect indicating that the competent version of the article was better styled. All three main effects were significant on the third scale, ability to convince the reader. Thus, the competent version of the excerpt was seen as more convincing, Joan Maxwell was rated as more convincing than John, and females gave lower ratings than males. None of the interactions were significant. Results suggest that females are no longer prejudiced against themselves, and anti-female prejudice is declining among college males. (Author)

ED 160 967 CG 012 924

Fagot, Beverly I.

The Consequences of Same-Sex, Cross-Sex, and Androgynous Preferences.

Spons Agency-National Institutes of Health (DHEW), Bethesda, Md. Div. of Research Resources.
Pub Date-22 Apr 78
Grant-BRSA-RR07080
Note-12p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Behavior Patterns, *Child Development, Discriminatory Attitudes (Social), *Peer Acceptance, *Play, *Preschool Children, Preschool Education, Research Projects, *Sex Role, Social Attitudes, *Social Isolation

The sex role choices of preschool chiildren were observed for two years in a free play situation to determine what the consequences of such choices are for the types of play chosen and for social behaviors. The sex role factor was plotted on four quadrants: Masculine (M), Feminine (F), Androgynous and Low on both M and F (LMF). The children who chose non-traditional sex role behavior patterns pay a price in social consequences for their particular choices. Children in the Low M/F category played alone more often and received significantly fewer positive peer and teacher reactions than children in the other three quadrants. Children in the androgynous category received less peer reaction than children in the M or F quadrants but more than children in the LMF quadrant. Androgynous children received more negative peer feedback than children in the other three quadrants. (BN)

ED 161 101 CS 502 254

Language, Speech, and Communication Skills Training: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1978 (Vol. 38 Nos. 7 through 12).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Pub Date-78

Note-16p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Academic Achievement, Annotated Bibliographies, Child Language, *Communication Skills, Communicative Competence (Languages), Cultural Differences, Curriculum Development, *Doctoral Theses, Elementary Secondary Education, Fantasy, Higher Education, *Language Development, *Language Research, *Language Skills, Parent Role, Preschool Children, Public Speaking, *Speech Skills, Standard Spoken Usage

Identifiers-*Communication Research, Oral Language

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 21 titles deal with a variety of topics, including the following: communications curricula for technical education programs; the recorded oral communication of business students; interactions between parents and speech-language pathologists in public schools; predictors of public speaking ability and academic success; the social, semantic, and syntactic features of child language; speech communication curriculum of the future; teaching standard English to four- and five-year-old black children; structured language programs for culturally different children; production of bound morphemes and stem terminal phonemes by preschool children; the effects of communication skills on academic success and job performance; teaching haptics in basic speech; interpersonal communication skills training; the effects of speech training on state patrolmen; a typewriting manual for teaching standard English; communication skills for academic achievement groups; subject matter in the business communication course; the fantasy play and verbal fluency of learning disabled children; rhetor-linguistics for manager-leader development; and junior college speech programs. (MAI)

ED 161 163 EA 010 987

Klausmeier, Herbert J.

Federally Supported Educational Research, Development, and Implementation: Some Proposals for Policy Change.

Pub Date-22 Mar 78

Note-12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Ontario, March 27-31, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Educational Development, *Educational Research, Federal Aid, Federal Regulation, Federal State Relationship, Research and Development Centers

Federally supported educational research and development (R and D) has not fulfilled the high hopes held by its advocates. Even after the advent of the National Institute of Education, some experts believe that no progress occurred in the conduct of federally supported research and development. Others believe that the federal government is taking over all aspects of education supported by federal funds. Through the policy of funding research by requests for proposals, federal officials are dictating not only the substantive areas of research but often its methodology and style of reporting results. Changes in federal policies are needed that take into account the needs and responsibilities of local and state education agencies. Field-initiated research rather than federally directed research should again be encouraged and supported. Field-initiated training programs, particularly for experienced research, development, and implementation personnel should be started. Most important, at least one educational R and D institute and one implementation council should be started in each state with matching federal and state funds, but without federal direction of the programs and activities. Thus, more federal funds would support research in universities and other agencies, new research methods would become more widespread, and quality and accountability of educational R and D would increase. (Author/JM)

ED 160 771 CE 017 404

Braaten, Larry Miller, Annette

Annual Report on State Research Coordinating Unit Activities for the Period October 1, 1976-September 30, 1977. Fiscal Year 1977.

Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
Pub Date-Jun 78
Note-144p.
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-*Activities, Annual Reports, Coordination, Federal Aid, Federal State Relationship, Financial Support, Information Dissemination, Research Design, Research Needs, *Research Projects, Research Proposals, *State Programs, *Vocational Education
Identifiers-Puerto Rico, United States, *Vocational Education Amendments 1968

Completing a series of annual reports (all of which have been entered into the ERIC system), this thirteenth report summarizes information received from State Research Coordinating Units (RCU) regarding all state-administered research activities; all activities reported are included, whether or not they were funded under section 131(b) of Part C of the Vocational Education Amendments of 1968. The purpose of the report is to provide information that will help states be aware of research and development conducted by other states, thus facilitating the exchange of information and reducing duplication of effort. States are arranged alphabetically, and for each state the following information, to the extent it is applicable, is given: names of the State Director of Vocational Education and the State RCU Director, projects completed, new projects funded, research related activities, and projects and activities planned. No reports were received from eleven states. And of the other territories included after the states (American Samoa, Guam, Puerto Rico, Trust Territory of the Pacific Islands, and the Virgin Islands), only Puerto Rico's report was received. (JH)

ED 160 840 CE 018 135

Bernhardt, Edna Erickson

2-4 Career Guidance Activities. Intermediate Elementary Classroom Activities.

Missouri Univ., Columbia. Dept. of Counseling and Personnel Services.

Spons Agency-Georgia State Dept. of Education, Atlanta.; Office of Education (DHEW), Washington, D.C.

Pub Date-77

Grant-G007500339

Note-126p.; For related documents see CE 018 134-136 ; Colored pages may not reproduce clearly

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors-*Activity Units, *Career Awareness, *Career Education, Elementary Education, Elementary School Guidance, Fused Curriculum, Grade 2, Grade 3, Grade 4, Learning Activities, *Occupational Guidance, Teaching Guides

Thirty classroom activities in career guidance for grades 2-4 are presented in this guide, one of a series of three for elementary curriculum infusion. The activities are organized into three areas: interpersonal effectiveness, work and life skills, and life career planning. Each activity lists subject matter area, (e.g., language arts, social studies, or math), class grouping, time needed, concepts and vocabulary, teacher preparation tasks, materials/resources, skills required of the students, and the steps for completing the activity. A resource section contains materials (to be reproduced) for the activities: games, transparencies, questionnaires, and sample letters to parents and community members. The appendixes list the student behavior goal for each activity in relationship to the Georgia Comprehensive Career Guidance Project list of thirty goals. (JH)

ED 160 856 CE 018 158

Moore, Earl J. And Others
Individual Advisory System.
Georgia State Dept. of Education, Atlanta.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Jul 76
Grant-V0244-VZ
Note-136p.; Not available in hard copy due to poor print quality in original document; For related documents see CE 018 130-144, CE 018 146-147, CE 018 150, CE 018 152, CE 018 154, CE 018 157, CE 018 161, CE 018 163, and CE 018 339
Available from-Vocational Education Materials Center, Room 124, Fain Hall, Division of Vocational Education, College of Education, University of Georgia, Athens, Georgia 30601 ($2.33)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Career Awareness, Career Development, Career Education, Career Planning, Counseling, Counselor Role, Educational Objectives, *Faculty Advisors, Faculty Development, Guidance Programs, *Individual Counseling, *Inservice Teacher Education, Instructional Materials, Interpersonal Competence, Leaders Guides, Learning Activities, Occupational Guidance, *Program Development, Program Planning, Secondary Education, *Skill Development, Skills, Teacher Workshops
Identifiers-*Georgia Comprehensive Career Guidance Project, *Individual Advisory Systems

This document is one in a set of eight staff development training manuals developed to facilitate the efforts of educators in the planning and implementation of comprehensive career guidance programs on the secondary level (7-12). This series is based on the goals and developmental objectives identified by the Georgia Comprehensive Career Guidance Project. (See CE 018 130 for the final report of this project.) The introduction of each manual outlines these goals and objectives under the following three domains: interpersonal effectiveness; work and life skills; and life career planning. The ten activities presented in this manual on individual advisory systems encourage maximum participant involvement and small group experiences. These activities cover the following goals: to develop a positive attitude toward constructive change in the high school; to have a workable knowledge of the individual advisory system (defined as an organized method in which every student in the school is able to relate personally with at least one faculty member in the school); to understand various means to structure and implement such a system; to outline the beginning procedures for an advisement system in the school; and to identify skills needed to be an advisor and to understand how best to develop these skills. (The other seven staff development guides are available under ERIC CE 018 147, CE 018 150, CE 018 152, CE 018 154, CE 018 157, CE 018 161, and CE 018 163.) (BM)

ED 160 895 CE 018 422

Private Vocational Schools and Public Policy.

Educational Testing Service, Princeton, N.J. Education Policy Research Institute.

Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Sep 78
Contract-300-76-0393
Note-41p.; Not available in hard copy because of light print in original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Accreditation (Institutions), Administrative Problems, Business Responsibility, Contracts, Educational Attitudes, Educational Finance, *Educational Policy, Educational Problems, Failure Factors, *Federal Aid, *Federal Legislation, Legal Problems, Literature Reviews, Postsecondary Education, *Private Schools, Research Needs, State Legislation, *Vocational Schools

The Vocational Education Act of 1963 allows public agencies to purchase the services of private vocational schools on a contractual basis where such schools can make a significant contribution to attaining the objectives of the state plan for vocational education and provide substantially equivalent training at a lower cost or can provide equipment and services not available in public institutions. Because so few states used these private resources between 1973 and 1977, a study was undertaken to review the extant literature to determine the legal, administrative, and attitudinal barriers to contracts between public and private vocational schools. It was found that (1) statutes in many states do not provide authority for such contracting or are unclear about the existence of such authority; (2) most states lack administrative procedures for managing contracts with private vocational schools; (3) accreditation and trade regulation policies need to be developed and enforced so that abuses by private vocational schools of federal loan and grant programs, as well as other fraudulent practices, will be eradicated; (4) the major barrier to effective use of private school resources appears to be the attitude of local and state authorities who not only regard proprietary schools as inferior but distrust profit-motivated education and fear their competition; and (5) because of the lack of information on the administrative, legal, and attitudinal issues, further research is necessary to identify incentives for the more effective use of private vocational schools and, in particular, to examine the extent of attitudinal barriers. (ELG)

Richmond, Lee J.
Professional Development and Personality in Religious Clergy.
Pub Date-Mar 78
Note-11p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Career Choice, *Church Workers, *Clergymen, *Decision Making, *Motivation, Need Gratification, Occupational Choice, Personality, *Psychological Needs, Religion, Research Projects, Stress Variables

Recent studies indicate that achievement, deference and abasement affect career decision making. Conflicts occur between the need to achieve and the need to defer, and are exacerbated in persons who experience high abasement needs. When religious and clergy have conflicts between need to achieve in career areas and need to defer, the effect is frequently a generalized lethargy and malaise. Emphasis is placed on the psychological importance of individual self-directed, effective career decision making and action. Motivational techniques related to finding what one wants in life, and strength recognitional techniques relating to utilizing options and doing what one wants in life, are explored. Implications for religious and clergy are discussed. (Author)

ED 161 012 CS 004 446

Lee, Grace E., Comp. Berger, Allen, Comp.
Learning Disabilities with Emphasis on Reading: An Annotated Bibliography.
International Reading Association, Newark, Del.
Pub Date-78
Note-58p.
Available from-International Reading Association, 800 Barksdale Rd., Newark, Delaware 19711 (Order No. 332, $1.75 member, $2.50 non-member)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Annotated Bibliographies, Educational Diagnosis, *Learning Disabilities, Learning Processes, Literature Reviews, *Reading Difficulty, *Reading Research

The approximately 250 entries contained in this annotated bibliography are a representative sample of studies and thinking on reading and learning disabilities appearing in periodicals, proceedings, monographs, and reports of federal and state agencies in the seventies. The entries are presented in three sections: the nature of reading and learning disabilities; affective, cognitive, linguistic, neurological, and perceptual processes relating to reading and learning disabilities; and diagnosis, remediation, and treatment. (FL)

ED 161 034 CS 204 376

de Beaugrande, Robert

Theoretical Issues in the Process-Product Controversy.

Pub Date- 78
Note-15p.; Study prepared at the University of Florida
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Composition Skills (Literary), *English Instruction, Higher Education, *Learning Processes, *Models, Secondary Education, *Theories
Identifiers-*Composition Process

Diagramming composition as a control structure allows us to see the interaction between process and product and to discover that composition is not a linear process but starts and stops, returns and fixes, and moves ahead. In the interaction of three factors the real world, the writer, and the reader a text is produced. The objects, social influences, resources, goals, and situation of the real world are perceived by the writer who then processes, stores, develops the intention to communicate, plans, combines the topic and material into a meaning representation that is then put into a linear sequence (sentence, paragraph), creates the text, and evaluates. Thereupon the reader perceives the text, processes it, stores the processed text, changes his or her store of knowledge or experience, and communicates about the text. It is through diagramming a control structure such as this that the writing process and product can be understood. (TJ)

ED 161 057 CS 204 439

King, Leslie W.
Evaluating Sexual Behavior from Writing Characteristics.
Pub Date- 76
Note-28p.; Reproduced from best copy available
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Counseling, *Evaluation Criteria, Evaluation Methods, *Handwriting, History, *Interpersonal Problems, Marriage Counseling, Religious Cultural Groups, Sex Role, *Sexuality
Identifiers-*Graphology, *Sexual Behavior

In discussing sexual behavior as part of and as a result of the total personality, it is appropriate to examine all aspects of a person's handwriting rather than examining only lower looped components in evaluating sexual disturbances. The development of sexual mores and sex roles in our culture from the early Greeks, Romans, and Hebrews through the Middle Ages to the present adds a religious aspect to sex in our culture that leads to repressive sex approaches and perversion not found in cultures where no religious taint of sinfulness is attached to sex. An examination of writing samples of people who have sexual difficulties indicates specific sexual maladjustments and other nonsexual personality characteristics reflected in the handwriting that are part of the sexual maladjustment. Such characteristics include aggressiveness, passivity, and avoidance of close interpersonal relationships. Included with the paper is a scoring method to ascertain specific degrees of strength for desire and control. (TJ)

ED 161 121 EA 010 934

Sayers, Susan

Personal & Professional Development: An Individualized Approach. Keys to Community Involvement Series: 5.

National School Public Relations Association, Arlington, Va.; Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jan 78
Contract-400-76-0025
Note-25p.; For related documents, see EA 010 930-944
Available from-National School Public Relations Association, 1801 North Moore Street, Arlington, Virginia 22209 ($2.00; $24.00 for set of 15 Keys; discounts available; payment must accompany order)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Citizen Participation, *Community Involvement, Goal Orientation, Group Relations, *Interpersonal Relationship, Organizational Effectiveness, *Personal Growth, Problem Solving, *Professional Personnel, Professional Training, *Self Evaluation, *Staff Improvement, Worksheets

This booklet is designed to help individuals develop their own problem-solving skills in their personal or professional life. The development process includes four sequenced steps: (1) self-assessment, (2) goal setting, (3) working to meet a goal, and (4) evaluation. Four self-assessment tools are included to help individuals decide the areas of personal and professional development in which they want to work. (Author/MLF)

ED 161 185 EC 112 245

Issues in Developmental Disabilities Evaluation and Advocacy.
New Jersey State Developmental Disabilities Council, Trenton.
Pub Date-Dec 77
Note-34p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Child Advocacy, *Developmental Disabilities, *Evaluation Methods, *Helping Relationship, Intervention, Lawyers, *Legal Aid, Legislation, *Program Evaluation, State Agencies, Systems Development

This booklet was prepared to assist planning and service agencies and personnel with evaluation and advocacy of programs and services for the developmentally disabled. Part 1 of the booklet deals with evaluation, part 2 with advocacy; discussed in both sections are such issues as the legislative mandate, the use of computerized systems, systems development, the role of the professional, and the role of state developmental disabilities councils. (Bibliographies relating to both evaluation and advocacy are included.) (BD)

ED 161 237 EC 112 448

Maitre, Merry, Ed.

State of Iowa Plan for Physical Education for Handicapped Students. Discussion Copy.

Spons Agency-American Alliance for Health, Physical Education, and Recreation, Washington, D.C.

Pub Date-Dec 77

Note-151p.

Available from-Iowa Department of Public Instruction, Grimes State Office Building, Des Moines, Iowa 50319 (Available to persons in Iowa)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Administration, Attitudes, Child Advocacy, Elementary Secondary Education, *Federal Legislation, *Handicapped Children, Inservice Teacher Education, Leadership, *Physical Education, Program Evaluation, *Program Planning, *State Legislation, *State Programs, Teacher Education

Identifiers-Education for All Handicapped Children Act, *Iowa, Rehabiliation Act 1973 (Section 504)

The document reviews Iowa's 3-year state plan for physical education for handicapped students. An introductory section covers legislative action, program development, areas of concern, goals and subgoals, actions to be undertaken, recommendations to the state board of public instruction, and definitions. A second section addresses federal and state laws and regulations, with emphasis on P.L. 94-142 (Education for All Handicapped Children Act) and Section 504 of the Rehabilitation Act. The bulk of the report charts out the overall and specific planning objectives, program responsibilities, expected implementation dates, and measures of accomplishment for seven areas of concern: attitudes, leadership at the state and local levels, inservice training, preservice training, administrative leadership, consumer advocacy, and research and evaluation. (SBH)

ED 160 788 CE 017 673

Region V Invitational Workshop on Professional Development. Final Evaluation Report.

Indiana State Dept. of Public Instruction, Indianapolis. Div. of Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Oct 74

Note-145p.

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors-Delivery Systems, Educational Administration, *Government School Relationship, Interinstitutional Cooperation, *Program Evaluation, Regional Planning, *Staff Improvement, State Departments of Education, State Programs, *Teacher Education, Teacher Educators, Vocational Education, *Vocational Education Teachers, *Workshops

Identifiers-Office of Education Region V

The report documents a professional development workshop held in February 1974 for vocational teacher educators and state staff consultants and directors for the states comprising U.S. Office of Education Region V: Illinois, Indiana, Michigan, Ohio, and Wisconsin. Workshop objectives were to explore the needs of vocational education teachers, to formulate an expanded delivery system for vocational education in all program areas and at all levels, to plan improvements in vocational teacher training activities, and to develop strategies for increasing cooperation between state staffs and teacher educators. Appendixes provide summaries of state teacher training and professional development activities, instruments used in the evaluation, and a list of participants at the workshop. (MF)

ED 161 213 EC 112 348

Pfeffer, Eileen Kester, Donald L.

The Educational Programs Audit Dress Rehearsal; Paradigm One: Practice Makes Perfect or How a New Approach to the Audit Helps Programs Succeed.

Rowland School District, Rowland Heights, Calif.

Pub Date-May 78

Note-42p.; Paper presented at the Annual Conference of the California Society of Educational Program Auditors and Evaluators (San Diego, California, May 11, 1978)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Evaluation Methods, Evaluators, *Gifted, Program Administration, Program Descriptions, *Program Evaluation, *Program Improvement, Special Programs

Described is a procedure (Audit Dress Rehearsal) used in a special education program audit consultation service which included a practice audit designed to lower anxiety and raise awareness of concern for program success. The introduction includes sections dealing with evaluation and audit personnel, planning and implementing an audit, and stages in the audit process. The second section gives an overview of the Rowland Mentally Gifted Minors Program which was designed to meet the special needs of children with high mental ability. The third section focuses on the Audit Dress Rehearsal as it was applied to the Rowland program. Section 4 presents current evaluation data on the Audit Dress Rehearsal and includes data relating to the level of attainment objectives and data collected from teacher questionnaires. The conclusion discusses the four major results of the statistical analyses. Appendix I offers a description of the three program evaluation services now available. Appendix II contains the Audit Dress Rehearsal survey form. Bibliographies of references for educational program evaluation and audit and evaluation of educational programs for gifted students are included. (BD)

ED 161 256 FL 009 657

Shane, Harold G. Silvernail, David L.

Foreign Language Study for a World in Transition. The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9.

American Council on the Teaching of Foreign Languages, New York, N.Y.
Pub Date-77
Note-16p.
Available from-Not Available Separately; See FL 009656
Document Not Available from EDRS.

Descriptors-Bilingual Education, Career Education, Continuous Learning, Cultural Pluralism, Economic Factors, *Educational Change, Educational Objectives, Elementary Secondary Education, *Futures (of Society), *Global Approach, Higher Education, *Language Instruction, Mass Media, Modern Language Curriculum, Postsecondary Education, *Second Language Learning, Teacher Responsibility, Teacher Role

In a world in the throes of rapid and irreversible transitions a world in which the common experiences of its peoples are converging teachers of foreign languages have new needs and responsibilities. First, language teachers need an insightful world view characterized by empathy with others. Second, teachers need to have an even more intimate knowledge of the interrelationships that bridge languages and their cultural dimensions. Finally, there is a need to develop a sophisticated concept of broadening functions and increasing multiple language study that mandates new, imaginative blends of ideas that transcend traditional schooling. (Author/RM)

ED 161 275 FL 009 784

Longitudinal Study, Title VII Bilingual Program Santa Fe Public Schools, Santa Fe, New Mexico

California State Univ., Los Angeles. National Dissemination and Assessment Center.

Pub Date-Jun 78

Note-50p.

Available from-National Dissemination and Assessment Center, 5151 State University Drive, King Hall C2094A, Los Angeles, California 90032 ($4.95)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Academic Achievement, Achievement Gains, *Bilingual Education, Bilingualism, Bilingual Schools, *Bilingual Students, Bilingual Teachers, Classroom Arrangement, Comparative Analysis, Cultural Context, Elementary Education, English (Second Language), Evaluation Methods, Language Instruction, Language of Instruction, *Longitudinal Studies, Mathematics, Program Descriptions, Program Effectiveness, *Program Evaluation, Reading Achievement, Spanish Speaking, Statistical Data

Identifiers-Elementary Secondary Education Act Title VII

A summary report is presented of the program that was begun in 1970 in three elementary schools located in a predominantly Hispanic area of the city. The study is divided into four main headings: program description, evaluation design, findings and limitations. The description of the program includes the cultural and social context; the project staff, which represents varying degrees of bilinguality; the project design; classroom organization; and home language usage. The second section discusses the composition of the control and bilingual groups, data derived from analyses of tests, and performance of students over a six-year period. The findings report on performance and trends in reading and math with reference to a control group within the school district and to two main groups of students those who were enrolled continuously in the program for three to five years and those who were enrolled in a given year but who did not qualify for inclusion in the longitudinal groups. The limitations described concern the small sample sizes and the non-random basis of assignment to the bilingual group. The favorable conclusions are reported to be at variance with those of the AIR Study (The Identification and Description of Exemplary Bilingual Education Programs''). Tables and graphs representing pretest, posttest, mean gains and grade equivalents are appended. (AMH)

ED 160 738 CE 016 271

The National Manpower Survey of the Criminal Justice System. Volume Five: Criminal Justice Education and Training.

National Planning Association, Washington, D.C.
Spons Agency-National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.
Pub Date-78
Contract-J-LEAA-035-74
Note-625p.; For related documents see ED 154 156, CE 016 502, and CE 018 227-229
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 027-000-00663-9)
EDRS Price MF-$1.16 HC-$32.81 Plus Postage.
Descriptors-Correctional Rehabilitation, Courts, *Criminal Law, *Educational Needs, *Educational Programs, Educational Trends, Federal Programs, Government Employees, Higher Education, *Job Training, Law Enforcement, Law Schools, Lawyers, Legal Education, Management Development, Manpower Development, *Manpower Needs, National Surveys, Needs Assessment, Police, Professional Continuing Education, *Program Effectiveness, Program Improvement, Recruitment, Staff Improvement
Identifiers-Law Enforcement Education Program, LEEP

Focusing on education and training needs for law enforcement and criminal justice personnel, this document is one in a series of six volumes reporting the results of the National Manpower Survey (NMS) of the Criminal Justice System. Chapter 1 of ten chapters provides an overview of nine types of educational and/or training programs, including the following: federal programs, criminal justice education, the Law Enforcement Education Program (LEEP), management training, Federal Bureau of Investigation (FBI), training, law enforcement academies, law schools, continuing legal education, and professional education for corrections. Chapters 2-10 discuss in more detail the programs and resources offered by each of these nine categories of agencies and institutions. Each chapter assesses these programs and resources in terms of meeting agency requirements for appropriate educational and training support and includes summaries of curriculum content and objectives, current status, future trends, conclusions, and recommendations. (BM)

ED 160 755 CE 016 881

Rice, Eric And Others

Sex Stereotyping, Bias, and Discrimination in the World of Work: A Workbook. Instructor's Manual.

System Sciences, Inc., Chapel Hill, N.C.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

Pub Date-76

Grant-300-75-0258

Note-166p.; For related documents see CE 016 860-861, CE 016 882 and CE 016 885-886

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors-Discriminatory Legislation, *Employment, Evaluation Methods, Homemaking Skills, Job Application, Job Search Methods, *Learning Activities, *Manpower Utilization, Occupations, Performance Based Education, Reference Materials, Salaries, Secondary Education, *Sex Discrimination, *Sex Stereotypes, Social Attitudes, Student Evaluation, Teaching Methods, *Vocational Education, Volunteers, Workbooks, Working Women

Part of a series devoted to identifying and evaluating strategies which vocational education administrators and instructors can use at the secondary student, teacher, or administrator level to eliminate sex stereotyping and sex bias in vocational education programs, this workbook provides information and activities that require students to gather and analyze data and draw conclusions about the world of work, and particularly about the effects of sex discrimination, stereotyping, and bias. Intended for use in the classroom, the four instructional units cover the following topics: work, beliefs about working men and women, looking for a job, and on the job. Within these topics, the various issues that are discussed include salaries, legal rights, occupational sex stereotyping, and the definition of work. Each unit is introduced by materials intended for the teacher's use: (1) a general introduction, (2) specific objectives, (3) specific concepts, (4) teaching suggestions, (5) evaluation methods, and (6) directions about specific activities. The student materials include an introduction explaining background information on the topic and directions for the exercises as well as reference sources. These activities can be used by the students individually or in groups. A chart in the teacher's introduction rates all the activities according to their difficulty and importance and indicates the prerequisites required. (ELG)

ED 160 917 CG 012 849

Erickson, Richard L., Ed. Olp, Georgia, Ed.

A Model for Developing and Operating an Adult Career Guidance Center.

Arizona Univ., Tucson. Arizona Center for Educational Research and Development.
Spons Agency-Arizona State Dept. of Education, Phoenix. Div. of Career and Vocational Education.
Pub Date-78
Note-116p.; Colored pages may not reproduce clearly
Available from-Arizona Center for Educational Research and Development, College of Education, University of Arizona, Tucson, Arizona, 85721 ($10.00)
EDRS Price MF-$0.83 HC-$8.01 Plus Postage.
Descriptors-Adult Counseling, *Career Planning, Counselor Training, Guidance Centers, *Guidance Programs, Guides, Job Search Methods, *Occupational Guidance, *Paraprofessional Personnel, *Program Development, Staff Improvement, *Vocational Counseling

This manual was developed with the express purpose of assisting a potential career information center director through the initial stage of program development. It is intended that this manual be used by a university-trained counselor. It will help him/her to function as an administrator, select staff including paraprofessional counselors, and provide competent training and supervision of staff. The manual is divided into three major sections. The first presents an administrative overview: rationale, philosophy, program establishment, personnel, and paraprofessionals. The second discusses training principles and the use of paraprofessionals. The third section handles support information: forms, homework assignments, assessment instruments, materials and media, references, and computerized information sources. (Author/JLL)

ED 160 968 CG 012 925

Warren, Donald I.

The Neighborhood Factor in Problem Coping, Help Seeking and Social Support: Research Findings and Suggested Policy Implications.

Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md. Center for Studies of Metropolitan Problems.
Pub Date-Mar 78
Grant-USPHS-3-ROL-MH-24982.
Note-63p.; Paper presented at the Annual Meeting of the American Orthopsychiatric Association (55th, San Francisco, California, March 27-31, 1978); Best Copy Available
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Community Study, *Helping Relationship, Information Networks, *Mental Health Programs, Mental Illness, *Neighborhood, *Problem Solving, Research Projects, Social Structure, *Social Systems, Urban Areas, Urban Studies

The strength of communities is defined by the ways in which people help each other, and provide information, emotional support or other resources to those who have problems or who want to change or improve their lives in some way. The Helping Network Study focuses on the the quality of community, on the parts of helping systems that people use when they have problems and how these systems affect the mental outlook of these people. In a pluralistic society, people solve problems and meet needs in different ways. Some of the differences between kinds of helping networks are specific to particular types of communities. Strengthening neighborhood networks can provide a means of (a) gaining a sense of control over one's life, (b) reducing alienation from society, (c) gaining assurance to solve new problems, and (d) maintaining the motivation to overcome the handicaps and frustrations which are common to modern society. (Author/BN)

ED 160 991 CS 004 412

Taylor, Mary Agnes

Apples, Bloom, and Creativity: The ABC's of Reading Alphabet Books.

Pub Date-May 78
Note-16p.; Paper presented at the Annual Meeting of the International Reading Association (23rd, Houston, Texas, May 1-5, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Alphabets, *Childrens Books, Creative Development, *Creativity, *Educational Objectives, *Instructional Materials, Primary Education, *Teaching Techniques
Identifiers-Bloom (Benjamin S)

Benjamin Bloom's taxonomy of educational objectives (knowledge, comprehension, application, analysis, synthesis, and evaluation) combined with commonly accepted steps of the creative process (gathering material, reflection, inspiration, first draft or model, and evaluation) can be used to explore some of the possibilities of working with alphabet books in teaching creativity to children. These books vary enormously, falling into four basic patterns: word-picture format, simple narrative, collection of nonsense, or subject-oriented content. They also range from very simple to fairly sophisticated vocabularies. This variety makes such books adaptable to the unique needs of each class or student. As a youngster sees this variety, he or she begins to recognize that a single thing may be defined and redefined in many modes. By using different alphabet books, educators begin to mold children's habits of thought, their flexibility, their fluency, and their receptiveness to solving the puzzles contained in words. This is the beginning of teaching creativity. (TJ)

ED 161 013 CS 004 447

Jund, Suzanne, Ed.
Theme: Basic/Survival Reading Skills.
Wisconsin State Reading Association, West Allis.
Pub Date-Oct 78
Note-50p.
Journal Cit-Wisconsin State Reading Association Journal; v23 n1 Entire Issue Oct 1978
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Child Language, College Students, Elementary Secondary Education, *Functional Reading, Higher Education, Literacy, Parent Role, Readability, *Reading Instruction, *Reading Interests, Reading Research, *Reading Skills, *Self Concept, *Teacher Developed Materials
Identifiers-*Survival Reading

The five articles contained in this journal issue deal with basic/survival reading skills. Specific topics covered in the articles are an overview of survival reading, the reading habits of college students, a principal's view of reading instruction, a healthy self-concept as a basic survival skill, and a readability rating list for teacher-made materials. Regular journal features include a research update on accountability and the basics, a list of survival skills materials for use by teachers, reviews of professional materials, and a discussion of the role of parents in child language development. (FL)

Ney, James W.

Sentence Combining and Reading.

Arizona State Univ., Tempe.
Spons Agency-National Council of Teachers of English, Urbana, Ill. Research Foundation.
Pub Date-76
Note-21p.; For related documents, see CS004443 and CS204472-475
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Comparative Analysis, Elementary Education, Grade 5, *Group Instruction, *Individualized Instruction, Intermediate Grades, Language Research, Miscue Analysis, *Reading Research, *Sentence Combining, Teaching Techniques, Writing Exercises

Research on the effects of two modes of sentence combining instruction on writing skills was conducted from 22 September through 17 December 1976, at Evans School in Tempe, Arizona. Subjects were 40 students in two fifth grade classes designated the individualized class and the group class. The individualized class followed a sentence combining curriculum using a program of self-study constructed with the following components: (1) a brief reading for each lesson, establishing the context for the introduction of the sentence-combining exercises, (2) comprehension questions, which were used to provide a check of the adequacy of students' reading of the material, (3) sentence-combining exercises, and (4) sentence-decomposing exercises. The group class followed the same curriculum, but the sentence-combining exercises were presented in a slightly different form: (1) choral reading of a prose selection, (2) presentation of the concept for practice through the use of blackboard examples, (3) choral practice of sentence combining, and (4) writing of combined sentences from oral cues. The two teachers involved in the study rotated during the project. The results indicated that scores from writing samples, which included mean length of T-units and mean number of multiclause T-units compared to single-clause T-units, favored the group class. No significant differences existed between the two groups on reading scores obtained by a miscue analysis. (MKM)

ED 161 143 EA 010 960

The Competency-Based Curriculum: Developing a Mosaic. Educational Forum Proceedings (Dunbar Senior High School, District of Columbia, April 7-8, 1978).

District of Columbia Public Schools, Washington, D.C.
Pub Date-Apr 78
Note-101p.; Photos and Charts on pages 88-89 may not reproduce clearly
EDRS Price MF-$0.83 HC-$8.01 Plus Postage.
Descriptors-Conference Reports, Counseling, *Curriculum Development, Federal Programs, Organization, *Performance Based Education, Performance Tests, Program Evaluation, Student Evaluation
Identifiers-*District of Columbia

Included in this publication are presentations and summaries given at a forum designed to provide information about the status of the competency-based curriculum and its implications for competency-based education. On the topic Instructional Support for CBC: Where the System Is Now,'' three presenters, James T. Guines, Wilbur A. Millard, and P. Gary Freeman, offered their views. William G. Spady spoke on The Organizational Implications of a Competency-Based Approach.'' Mary F. Berry analyzed The Federal Commitment to Student Achievement.'' James H. Block probed Competency-Based Curriculum Competency Based Education: The State of the Art.'' On CBC Validation, Monitoring and Evaluation,'' opinions were offered by four speakers: Herman Cobb, Marilyn T. Brown, Frank Snyder, and Mildred P. Cooper. Robert B. Farr reported on Student Assessment and the Competency-Based Curriculum.'' Two participants, Susie B. Morgan and Nathaniel E. Hill, spoke on Counseling and the Competency-Curriculum.'' Ruth S. Nickse addressed Assessment of Life Skill Competencies through Applied Performance Testing.'' A summary of reactions to the forum is also included. (JM)

ED 161 164 EA 010 988

Leiter, Jeffrey

The Effects of School Control Structures on Teacher Perceptions of Autonomy.

Pub Date-30 Mar 78

Note-47p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Ontario, March 27-31, 1978)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Administrative Policy, *Decision Making, Educational Research, *Individual Power, Observation, School Organization, *School Policy, Secondary Education, Surveys, Teacher Administrator Relationship, Teaching Conditions

Identifiers-Rules, *School Control Structures, Teacher Autonomy

This study examined the relationships between various components of organizational control and individual teacher reports of autonomy. The effects of two types of control were examined: information-gathering structures (such as observation) and directive control structures (such as rules). The data for the study were drawn from a survey of 35 schools in southeastern Michigan, from the Michigan Educational Assessment Program, the Michigan Department of Education's Register of Professional Personnel, Michigan school district offices, and the 1970 United States Census. The survey used two questionnaires, one for building administrators and one for teachers. It was expected that more elaborate control structures would be associated with decreased levels of individual reported autonomy. This expectation was not widely supported by the data analysis. Neither type of control was regularly associated at statistically significant levels with teacher perceptions of their own autonomy. In fact there was some suggestion that control actually enhances perceived autonomy. Explanations for these unexpected findings may lie in the role of organizational structures in facilitating teacher influence attempts and on the role of administrative expectations in facilitating individual professional practice. Future work must specify processes intervening between control structures and individual experiences and explore the nonconstraining effects of control. (Author/JM)

ED 161 295 FL 009 822

Wilkins, David

Notional Syllabuses: Theory into Practice. L'enseignement de la competence de communication en langues secondes. Actes du colloque de la Commission interuniversitaire suisse de linguistique appliquee. Bulletin CILA (The Teaching of Communicative Competence in Second Languages. Acts of the Colloquium of the Swiss Interuniversity Commission for Applied Linguistics. CILA Bulletin).

Commission Interuniversitaire Suisse de Linguistique Appliquee (Switzerland).

Pub Date-76

Note-14p.; Paper presented at the Colloquium of the Swiss Interuniversity Commission for Applied Linguistics (Neuchatel, Switzerland, March 15-17, 1976)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Applied Linguistics, *Communicative Competence (Languages), Conceptual Schemes, *Course Content, *Course Organization, Grammar, Higher Education, *Instructional Design, *Language Instruction, Language Proficiency, Languages for Special Purposes, Learning Processes, *Modern Language Curriculum, Secondary Education, Second Language Learning, Semantics, Speech Communication, Taxonomy, Teaching Methods

Identifiers-*Notional Syllabuses

This paper discusses the theory and practice of the notional syllabus, three specific problems arising from it, and an experimental course proposed as one way of implementing it. Basically, a notional syllabus aims to organize language teaching in terms of the purposes of communication. Its foundation is a system of notional categories and the determination of forms of language appropriate for the expression of the purposes of communication. The practical problems discussed here involve the manner of integrating isolated items, continuity and coherence, and the relationship between grammar and conceptual categories. Because language is complex, the sentences in any one unit generally do not represent isolated items but several kinds of conceptual, modal and functional meanings. Therefore, a series of higher organizing principles is needed that group notional categories in useful ways and within which individual items can be integrated. A syllabus providing continuity and the advantages of situational contexts, maximum generalization and coherent presentation of different language functions will have a complex structure. Grammar will not be presented systematically, because form and meaning are not in a one-to-one relationship. This situation leaves unanswered the question of how the learning of grammar can be effectively promoted. Finally, the segment of the course that is outlined attempted to face these problems by organizing the content around the notion social language skills'' in a partly functional, partly situational syllabus. (AMH)

ED 161 186 EC 112 314

Comprehensive Epilepsy Program.
Virginia Univ., Charlottesville. Comprehensive Epilepsy Program.
Pub Date- 78
Note-21p.; Materials Disseminated at the Annual Conference of the Association for the Care of Children in Hospitals (13th, Washington, D.C. June, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Bibliographies, *Epilepsy, First Aid, *Program Descriptions, Special Health Problems
Identifiers-Comprehensive Epilepsy Program

The paper describes the Comprehensive Epilepsy Program at the University of Virginia Medical Center and includes information on the following topics: basic questions about epilepsy; describing and recording seizure activity; first aid in seizure care; the inpatient and outpatient educational service component; admission and referral; international classification of epileptic seizures; and bibliography on epilepsy and related disorders. (BD)

ED 160 789 CE 017 684

Home Economics for Oregon Schools. Nutrition & Foods.

Oregon State Dept. of Education, Salem.
Pub Date-78
Note-66p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Consumer Education, Curriculum Guides, Employment Opportunities, Evaluation Methods, Food Service Occupations, *Foods Instruction, *Home Economics Education, Home Economics Skills, Job Skills, Learning Activities, *Nutrition Instruction, *Program Development, Program Evaluation, Resource Materials, Secondary Education, Teaching Methods

One of a series for home economics teachers to use in planning, implementing, and evaluating secondary education programs, this curriculum guide focuses on the subject of food and nutrition. Five major program goals are identified as basic to the student's understanding of the impact of food selection and preparation upon society and the environment: (1) the interrelations among food supply, social and environmental conditions, and world nutrition; (2) the basic nutrients and food sources for individual and family needs; (3) the skills of food preparation, serving, and food management; (4) consumer skills related to purchasing food; and (5) opportunities and qualifications for employment in food service occupations. To achieve these five program goals, the guide offers sixteen course goals for which it provides over 275 learning activities. It is suggested that as teachers select appropriate learning experiences for their grade levels, they should refer to the resources section for the references whose numbers are indicated next to the experiences. The resources section lists the titles of and sources for books and articles, pamphlets, kits and games, magazines, and audiovisual materials. Besides class discussions, the activities include guest speakers, displays, field trips, audiovisual aids, experiments, educational games, interviews, surveys, and reading materials. To evaluate student proficiencies, both paper-and-pencil tests and nontest means (such as observation, conferences, and report forms) are suggested. (ELG)

ED 160 806 CE 017 818

Kane, Roslyn D. Frazee, Pamela E.

Women in Non-Traditional Vocational Education in Secondary Schools. Final Report.

Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-May 78
Contract-300760466
Note-219p.
EDRS Price MF-$0.83 HC-$11.37 Plus Postage.
Descriptors-*Area Vocational Schools, College Students, Counseling Effectiveness, Decision Making, *Enrollment Influences, *Females, Guidance Personnel, National Surveys, *Occupational Choice, Parent Influence, School Personnel, Secondary Education, Secondary School Students, Social Influences, Student Problems, Teacher Influence, Vocational Counseling, *Vocational Education, Vocational Interests, Womens Education
Identifiers-*Non Traditional Occupations

As a companion to a study of women in nontraditional training in postsecondary vocational education, a national survey of secondary women in area vocational technical schools (AVTSs) was conducted to determine what factors influence the occupational decisions and future plans of high school women enrolled in nontraditional vocational training, how these factors differ from those influencing women enrolled in mixed and traditional training, and what problems nontraditional women students experience. The sample included 1,062 nontraditional, 1,006 mixed, and 1,002 traditional women from 156 AVTSs in thirty-six states. Educational personnel named by the nontraditional women as influential were also surveyed. It was found that mothers are the single most influential person to all women; students perceive career education as the most influential counseling technique; and interest, not earnings, is the major reason for selecting a nontraditional training program. The largest single problem nontraditional students face is that of men adjusting to them in the classroom. One recommendation was that some traditional career counseling techniques (for example, individual testing) should be re-examined in light of the findings. (Appendixes include the demographic characteristics of surveyed students and educational personnel, methodology, reference tables, questionnaires, a glossary, and statistical symbols.) (LMS)

ED 160 824 CE 018 016

Schweer, Jean E.

Present Status and Future Directions of University-Based Continuing Education in Nursing.

Pub Date-Aug 78

Note-20p.; Paper presented at a National University Extension Association meeting (April 1978); Not available in hard copy due to reproducibility problems

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Accreditation (Institutions), Adult Education, Educational History, Financial Problems, Futures (of Society), Health Occupations Education, *Higher Education, Independent Study, Inservice Courses, Medical Education, Nurses, *Nursing, *Professional Continuing Education, Professional Personnel, Staff Improvement, Universities, University Administration

Those in continuing education for professional nurses believe that higher education needs to be involved in programs such as continuing education. Not until 1955 and the onset of state and federal programs designed to assist universities with higher education provisions was the impact on continuing education for nurses felt. Between 1957 and 1962 the establishment of nursing education and continuing education components as integral parts of interstate higher education commissions constituted a major breakthrough. Continuing education for nursing has snowballed due to such things as recognition of advances in medical science and related fields. But moves for relicensure requirements have been slow; presently only eight states have mandatory laws. The recommended requirement for licensed R.N.'s is thirty contact hours every two years. Since the 1975 American Nurses Association accreditation process began, twelve university nursing schools now offer accredited continuing education programs. There are many barriers to university-based continuing education programs in nursing; for example, administration views continuing education as a money maker, yet continuing education is expected to be self-supporting. Many barriers can be overcome if program support is viewed similarly to support for academic programs. Continuing education programs which support the advancing nursing profession must be developed. (CSS)

ED 160 841 CE 018 136

Bernhardt, Edna Erickson

5-6 Career Guidance Activities. Upper Elementary Classroom Activities.

Missouri Univ., Columbia. Dept. of Counseling and Personnel Services.
Spons Agency-Georgia State Dept. of Education, Atlanta.; Office of Education (DHEW), Washington, D.C.
Pub Date-77
Grant-G007500339
Note-155p.; For related documents see CE 018 134-135 ; Colored pages may not reproduce clearly
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors-*Activity Units, *Career Awareness, *Career Education, Elementary Education, Elementary School Guidance, Fused Curriculum, Grade 5, Grade 6, Learning Activities, *Occupational Guidance, Teaching Guides

Thirty classroom activities in career guidance for grades 5-6 are presented in this guide, one of a series of three for elementary curriculum infusion. The activities are organized into three areas: interpersonal effectiveness, work and interpersonal life skills, and life career planning. Each activity lists subject matter area (e.g., language arts, sciences, social studies, math), class grouping, time needed, concepts and vocabulary, teacher preparation tasks, materials/resources, skills required of the students, and the steps for completing the activity. A resource section contains materials (to be reproduced) for the activities: games, transparencies, questionnaires, and sample letters to parents and community members. The appendixes list the student behavior goal for each activity in relationship to the Georgia Comprehensive Career Guidance Project list of thirty goals. (JH)

ED 160 943 CG 012 890

Christy-Levine, Diane
Resolution of Misconceptions of Latency and Adolescent Sicklers.
Pub Date- 78
Note-21p.; Best Copy Available
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Age Differences, *Anemia, *Counseling Programs, Developmental Psychology, *Knowledge Level, Perception, Program Effectiveness, Research Projects, *Special Health Problems, Youth

Misconceptions regarding sickle cell disease are qualitatively different among latency age patients as compared to adolescents. The evolution and resolution of these misconceptions determine the effectiveness of self-help programs for sickle cell patients. The Mount Sinai Hospital Sickle Cell Counseling Service is a coordinated center for sickle cell patients in the Hartford area and their families. A group of latency and adolescent sicklers were followed over two years with interviews and serial questionnaires. The results of the study indicate that latency age sicklers perceive themselves as chronically hospital-dependent, anticipating in-patient care with every symptom. The adolescent sickler employs denial of hospital dependency and sees himself as able to avoid in-patient care by preventative health maintenance. Issues such as body image, physical activity, sexuality, specific drugs, transfusion, peer acceptance, risk of death, and family-related guilt are found to evolve in the transition from latency to adolescence. The design of a sickle cell counseling service based on these data is presented. (Author)

ED 161 035 CS 204 392

Stevenson, Dwight W. Klaver, Peter R.
Problem Definition for Problem Solvers: Applying Rhetorical Theory in Teaching Technical Writing.
Pub Date-78
Note-20p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (29th, Denver, Colorado, March 30-April 1, 1978); Figure 1 may not reproduce well due to small type
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Composition (Literary), Composition Skills (Literary), *Definitions, Higher Education, *Problem Solving, *Tagmemic Analysis, *Teaching Techniques, *Technical Writing

Since too many technical students do not get enough experience in problem definition, technical writing teachers can improve the training they provide by introducing their students to principles of tagmemic rhetoric, a problem-solving rhetoric that emphasizes the early stages of the inquiry process. According to tagmemic rhetoric, an adequate problem definition consists of a statement of the problematic situation and at least one unknown. The method for generating problem definitions is a two-stage process of prewriting and writing in which the writer discovers and states the problem in its organizational, technical, and rhetorical contexts. In this way, the writer develops a full understanding of the conflict at issue, the specific technical questions arising from that conflict, and the purpose of the report the relation of the audience to the problem and its technical aspects. Examples of the way technical writers have used tagmemic theory in work situations and empirical evidence from its use in technical writing courses are indications that tagmemic rhetorical theory can and should be applied to technical writing instruction. (RL)

ED 161 058 CS 204 440

Matluck, Joseph H.

The Multiple Role of Oral Language Assessment: Language Status, Research, and Curriculum Development.

Pub Date-May 78
Note-16p.; Paper presented at the Annual Meeting of the International Reading Association (23rd, Houston, Texas, May 1-5, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Bilingual Education, Curriculum Development, *Educational Assessment, Elementary Secondary Education, *English (Second Language), Language Maintenance, *Language Programs, *Language Tests, Multilingualism, Spanish Speaking
Identifiers-*MAT SEA CAL Oral Proficiency Tests, *Oral Language

An oral language assessment test not only can determine the relative proficiency of a child in one or more languages and his or her language preference, but also can provide diagnostic information as to the child's strengths and weaknesses in each language. This information can serve as a guide to curriculum development and to prescriptive instruction in both oral language and reading. Also, data collected from such tests can become valuable resources for investigating language usage, language acquisition, and bilingualism. Full bilingual programs require an instrument providing assessment in both the home language and in English. Programs in Washington, Idaho, Texas, and California have used the MAT-SEA-CAL Oral Proficiency Tests as diagnostic instruments, as vehicles for improving curriculum design and development, and as aids in making decisions about children being considered for special education and language disability programs. A wide range of research projects that have provided validation for the MAT-SEA-CAL tests and are built on the information gathered from the tests have been conducted and are underway. (TJ)

ED 161 102 CS 502 255

Benson, Thomas W.

On Getting Published: An Editor's Perspective.

Pub Date-Oct 78
Note-13p.; Paper presented at the Annual Meeting of the Speech Communication Association of Pennsylvania (Shippensburg, Pennsylvania, October 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Authors, *Editing, *Evaluation Criteria, Higher Education, Periodicals, Research Needs, *Scholarly Journals, *Speech Communication, *Writing
Identifiers-Communication Quarterly, *Communication Research, *Writing for Publication

Experiences of the editors of communication journals can be drawn on for tips on how to get articles published. The editor of Communication Quarterly'' makes the final decision on whether a manuscript should be accepted, accepted with revisions, or rejected. Since revisions are requested in the vast majority of cases, authors should be prepared to revise their work. To ensure accuracy, authors should check all footnotes and quotations against the original sources. The percentage of manuscripts accepted for publication in 11 communication journals runs from 16% to about 36%; since articles rejected by one journal may be accepted by another, authors should be persistent in sending works to different journals, revising them to conform to each journal's style.

Communication Quarterly'' figures show that those new to the field are as likely to get published as are full professors; beginning researchers may find it helpful to collaborate with a senior researcher. In deciding whether to publish a manuscript, editors weigh its newsworthiness, clarity, scholarship, and relevance to the field. Researchers should aim at sincere research into particular communicative behaviors and situations. (The paper includes tables showing publication ratios for 11 communication journals and academic status of Communication Quarterly'' authors.) (GW)

ED 161 122 EA 010 935

Jones, Diane

Governing Boards & Community Councils: Building Successful Partnerships. Keys to Community Involvement Series: 6.

National School Public Relations Association, Arlington, Va.; Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Jan 78

Contract-400-76-0025

Note-27p.; For related documents, see EA 010 930-944

Available from-National School Public Relations Association, 1801 North Moore Street, Arlington, Virginia 22209 ($2.00; $24.00 for set of 15 Keys; discounts available; payment must accompany order)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Citizen Participation, *Community Involvement, *Community Leaders, *Community Organizations, Decision Making, *Governing Boards, *Group Dynamics, Group Relations, Organizational Effectiveness, Problem Solving, Public Opinion, School Community Relationship, Worksheets

This booklet is intended to help school boards, city councils, and other governing boards establish an effective working relationship with local community councils. In the approach described in this booklet, the community council is created as a legitimate problem-solving group and works with a governing board in continuously identifying and solving problems. Topics discussed include the functions of a community council, ways to get a community council organized, ways to conduct an opinion leader survey, and council membership selection. An example of a council that is linked to a school board is used to illustrate how a governing board and its community council might work together effectively. (Author/MLF)

ED 160 772 CE 017 407

Ekstrom, Ruth B.

Evaluating Women's Homemaking and Volunteer Experiences for College Credit.

Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.

Pub Date-May 78

Note-9p.; Paper presented at the conference on Continuing Education Programs for Women Issues and Trends (Columbus, Ohio, May 12, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Adult Counseling, Adult Students, *College Credits, *Experiential Learning, Females, *Homemaking Skills, Housewives, Job Skills, Knowledge Level, Nontraditional Students, Post Secondary Education, Skill Analysis, Student Certification, *Student Evaluation, *Volunteers, *Womens Education

A study was made to identify the competencies women gain from their volunteer work and homemaking experiences and to develop materials helpful to women and to colleges in evaluating these experiences for college credit. By a review of the literature and interviews and surveys of adult women, the investigators identified fourteen volunteer work areas and six homemaking areas related to topics covered in many college courses. Using these twenty categories, the investigators developed a set of competency assessment tools under such areas as manager of home finances and public relations/communications. These lists are the core of a series of workbooks. One workbook for college counselors focuses on the basic phases in evaluating women's experiential learning. The first phase includes identifying student goals, identifying related background, and completing the application for admission. The second phase involves identifying the student's prior learning experiences and grouping them into clusters of related activities. In the third phase, assessment, the relevance of the student's experiential learning to departments or to specific courses is identified. Next the student and counselor determine the best method of assessing the student's prior learning, by formal or informal means. If informal evaluation is chosen, the next steps are to form an evaluation team and to prepare an assessment agreement. Following evaluation, the student is notified of the outcome and the counselor takes action for credits tc be placed on the student's transcript. (LMS)

ED 160 875 CE 018 350

Supplementary Materials for Electrical Apprentice Technical Training. First, Second, Third, and Fourth Year Manuals. Material Demonstrations and Training Film List. Revised to Meet 1975 Electrical Code.

North Carolina State Dept. of Community Colleges, Raleigh.
Pub Date- 75
Note-22p.; Not available in hard copy due to reproducibility problems; For related documents see CE 018 351-360
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Apprenticeships, *Audiovisual Aids, *Electrical Occupations, *Information Sources, Resource Guides, Technical Education

This list of teaching resources is for use with other materials designed for a four-year electrical apprentice training program. Provided is a list of classroom demonstrations and manufacturers who give them and a list of training aids including the topic, title, indication whether filmstrips or movies (black and white or color), the price and the source. Addresses are given for each source. (Related instructor's manuals and worksheets are available see note.) (JH)

ED 160 896 CE 018 438

Staff, Bruce S.

Personality Characteristics, Interpersonal Values and Leadership Attitudes of Mid-Level Managers. Final Report.

Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational Education.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date-Sep 78

Note-78p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-Altruism, Banking, Comparative Analysis, Conformity, Employment Experience, Food Stores, Human Relations, *Individual Characteristics, *Interpersonal Relationship, *Leadership Qualities, Managerial Occupations, *Middle Management, Personality Studies, Professional Recognition, Retailing, Social Attitudes, *Social Characteristics, Work Attitudes

The purpose of this study was to ascertain whether or not there is a distinctive set of personality traits, interpersonal values, and leadership attitudes for mid-level managers. The study analyzed three occupational categories: banking, food marketing, and retailing. One hundred eighty-five individuals (sixty from banking, sixty from food marketing, and sixty-five from retailing) were randomly selected from ten firms (three banking, three food marketing, and four retailing). Three instruments, the Leadership Opinion Questionnaire, a Survey of Interpersonal Values, and the Gordon Personal Profile, were administered via delivered packages, and 81.1% of the returns provided usable responses. The Statistical Package for the Social Sciences was used to analyze the data. It was found that (1) on the Gordon Personal Profile there were no statistically significant differences among scores of mid-level managers from the three fields; (2) on the Survey of Interpersonal Values there were significant differences in the three industry representatives in interpersonal values of support, conformity, and recognition; and (3) on the Leadership Opinion Questionnaire there were statistically significant differences among managers' scores on both measures, consideration and structure, of leadership attitude. It may therefore be concluded that a relationship does exist among leadership attitude, interpersonal values, and personality characteristics within the retailing, food marketing, and banking industries. (Author/CSS)

ED 161 187 EC 112 315

Cornett, R. Orin
Cued Speech and Total Communication.
Model Secondary School for the Deaf, Washington, D.C.
Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.
Pub Date-78
Note-10p.; First Friday Research Seminar, March 3, 1978
Available from-Model Secondary School for the Deaf, Gallaudet College, Kendall Green, Washington, D.C. 20002 (free)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Aurally Handicapped, Communication Problems, Communication Skills, *Cued Speech, Educational Methods, Manual Communication, Oral Communication Method, *Total Communication

Examined is the combination of methods (aural, manual, oral) used within the philosophy of total communication for the deaf. The use of Cued Speech, a tool whose purpose is to make spoken language visually clear at the levels of phonems, syllables, suprasegmentals, words, and phrases, is advocated for communication with the deaf. (BD)

ED 161 238 EC 112 449

Greenberg, Mark T.
Attachment in Preschool Deaf Children.
Pub Date-Jun 78
Note-14p.; Paper presented at the Human Ethology Section of the Meeting of the Animal Behavior Society (Seattle, Washington, June 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Aurally Handicapped, *Communication Skills, *Deaf, Exceptional Child Research, *Interaction Process Analysis, Mothers, Oral Communication Method, *Parent Child Relationship, Preschool Education, Total Communication

A study was designed to examine the attachment behavior of 28 preschool deaf children and their hearing mothers and compare their patterns of behavior to previous reports of normal hearing dyads, and within this sample examine the relationship between communicative ability and phase of attachment. The sample was subdivided by communication method oral or total. Among findings were that the majority of children displayed no distress during separation; that upon reunion, about half of the children showed sociable behavior without proximity seeking, while the other half showed approach behavior, often combined with ignoring or resisting behavior; and that communicative competence was highly related to display of the Phase IV (goal-corrected) partnership. (SBH)

ED 161 257 FL 009 658

Heath, Shirley Brice
Our Language Heritage: A Historical Perspective. The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9.
American Council on the Teaching of Foreign Languages, New York, N.Y.
Pub Date-77
Note-30p.
Available from-Not Available Separately; See FL 009656
Document Not Available from EDRS.
Descriptors-*Bilingual Education, Bilingualism, Cultural Factors, Educational History, Educational Legislation, *Educational Policy, Elementary Secondary Education, Ethnic Groups, Ethnicity, Federal Legislation, Higher Education, Historical Reviews, Immigrants, *Language Instruction, *Language Maintenance, *Language Planning, *Language Role, Literature Reviews, Official Languages, Political Issues, Public Policy, Social Factors

Examination of the historical facts surrounding the American linguistic heritage and application of theories of language policy and planning may help to clarify possible future directions for the role of language not only in the classroom but in the pluralistic cultures of the United States and the world. The need to revitalize the bilingual tradition in the United States has brought forth questions regarding the role of linguistic uniformity in national unity. Both the maintenance of languages other than English among ethnic groups and the teaching of foreign languages to native Americans are central policy issues. The centrality of language in social, political, and ideological issues accounts for both the frequency and intensity of language heritage debates. There has been a lack of attention to specific language policy in the United States. The Civil Rights Act of 1964 and the Bilingual Education Act in 1967 promoted recognition of the educational role of languages other than English for ethnic groups. Colonial and early national proposals, court cases concerning language and educational policies, developments concerning the education and socioeconomic and political status of immigrants, academic approaches to modern language teaching, and practical benefits of foreign language study in the second half of this century are considered. (SW)

ED 160 857 CE 018 161

Dagley, John C. Colby, Pamela G.
Work and Leisure Environments. Georgia State Dept. of Education, Atlanta.
Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Feb 76
Grant-V0244-VZ
Note-221p.; Not available in hard copy due to poor print quality in original document; For related documents see CE 018 130-144, CE 018 146-147, CE 018 150, CE 018 152, CE 018 154, CE 018 157-158, CE 018 163, and CE 018 339
Available from-Vocational Education Materials Center, Room 124, Fain Hall, Division of Vocational Education, College of Education, University of Georgia, Athens, Georgia 30601 ($3.20)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Career Awareness, Career Development, Career Education, *Career Planning, Educational Objectives, Employee Responsibility, Faculty Development, Guidance Programs, *Inservice Teacher Education, Instructional Materials, Interpersonal Competence, Job Satisfaction, Leaders Guides, Learning Activities, *Leisure Time, Occupational Clusters, Occupational Guidance, *Occupational Information, *Program Development, Program Planning, Secondary Education, Skills, Teacher Workshops, Values, Work Attitudes, *Work Environment
Identifiers-*Georgia Comprehensive Career Guidance Project

This document is one in a set of eight staff development training manuals developed to facilitate the efforts of educators in the planning and implementation of comprehensive career guidance programs on the secondary level (7-12). This series is based on the goals and developmental objectives identified by the Georgia Comprehensive Career Guidance Project. (See CE 018 130 for the final report of this project.) Each manual outlines these goals and objectives under the following three domains: interpersonal effectiveness; work and life skills; and life career planning. The twenty activities presented in this manual on work and leisure environments encourage maximum participant involvement and small group experiences. These activities cover the following subject areas: trends and job classification systems; job expectations and responsibilities; and leisure-related values, needs, and abilities. Also included are strategies, skill objectives, and application objectives, which can be utilized in organizing program activities about work and leisure environments. (The other seven staff development guides are available as ERIC documents CE 018 147, CE 018 150, CE 018 152, CE 018 154, CE 018 157-158, and CE 018 163.) (BM)

ED 160 918 CG 012 850

Farkas, Gary M. Tharp, Roland G.
Observation Procedure, Observation Gender, and Behavior Valence as Determinants of Sampling Error in a Behavior Assessment Analogue.

Pub Date-78
Note-29p.; Paper presented at the Annual Meeting of the Western Psychological Association (58th, San Francisco, California, April 19-22, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Behavioral Science Research, College Students, Expectation, Group Behavior, *Observation, Perception, Research Methodology, Research Projects, *Sampling, *Sex Differences
Identifiers-*Sampling Error

Several factors thought to influence the representativeness of behavioral assessment data were examined in an analogue study employing a multifactorial design. Systematic and unsystematic methods of observing group behavior were investigated using 18 male and 18 female observers. Additionally, valence properties of the observed behaviors were inspected. Subjects' assessments of a videotape were compared to a criterion code which defined the population of behaviors. Results indicated that systematic observation procedures were more accurate than unsystematic procedures, though this factor interacted with gender of observer and valence of behavior. Additionally, males tended to sample more representatively than females. A third finding indicated that the negatively valenced behavior was overestimated, while the neutral and positively valenced behaviors were accurately assessed. (Author)

ED 160 969 CG 012 927

Johnston, Lloyd D. And Others

Highlights from Drug Use Among American High School Students 1975-1977.

Spons Agency-National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md.
Report No.-DHEW-ADM-78-621
Pub Date-78
Grant-PHS-3-R01-DA-01411-0181
Note-50p.; Parts marginally legible due to small type
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402 (Stock no. 017-024-00716-1)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Alcoholic Beverages, *Attitudes, Beliefs, *Drug Abuse, Futures (of Society), High School Students, Marihuana, Research Projects, Secondary Education, Smoking, *Social Experience, *Trend Analysis, *Youth Problems

The current prevalence of drug use among American high school seniors and the trends in use since 1975 are the two major topics treated. Also reported are prevailing attitudes and beliefs among seniors concerning various types of drug use. Eleven separate classes of drugs are distinguished: marihuana (including hashish), inhalants, hallucinogens, cocaine, heroin, natural and synthetic opiates other than heroin, stimulants, sedatives, tranquilizers, alcohol, and cigarettes. Considerable attention is focused on drug use at the higher frequency levels, in order to help differentiate levels of seriousness, or extent of drug involvement. A relatively accurate picture of the drug experiences and attitudes of each high school class in the United States, beginning with the class of 1975 is presented. Accurate changes in usage are monitored from one year to another, for both high school seniors as a whole and for particular subgroups. (Author/KA)

Chapman, L. J.
Alternative Outcomes of Reading Comprehension: New Verbal Strategies.
Pub Date-Aug 78

Note-18p.; Paper presented at the Biennial Meeting of the International Reading Association World Congress on Reading (7th, Hamburg, West Germany, August 1-3, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Cloze Procedure, Elementary Secondary Education, *Linguistic Theory, Pronouns, *Reading Comprehension, *Reading Instruction, *Reading Research, *Reading Skills, *Structural Analysis
Identifiers-*Anaphora

Only recently have attempts been made to systematically explore texts for the linguistic features that give continuity and coherence. Such research has potential meaning for the reading teacher if it can be shown that mastery of the linguistic mechanisms that create texts is a key to fluent reading. One cohesive tie is the process of anaphora (linking back to something that has gone before). A study of 230 English children in first and middle schools was conducted using cloze procedure to discover how fluent and nonfluent readers had mastered anaphoric processes as demonstrated by the use of pronouns. Those children who were fluent readers showed a much greater ability to cope with anaphora than did nonfluent readers. Research suggests that teaching of reading might concentrate not simply on the incremental process of letter-by-letter and word-by-word processing but also on helping the reader read within a holistic framework. (TJ)

ED 161 014 CS 004 448

Summers, Edward G., Ed. Lukasevich, Ann, Ed.
20 Year Collective Index to the '' Journal of Reading'' (1957-1977).
British Columbia Univ., Vancouver. Faculty of Education.; University of Western Ontario, London.

Pub Date-78
Note-314p.
EDRS Price MF-$0.83 HC-$16.73 Plus Postage.
Descriptors-Adult Reading Programs, Content Reading, Elementary Secondary Education, English (Second Language), *Indexes (Locaters), Reading Consultants, Reading Diagnosis, Reading Instruction, Reading Materials, *Reading Programs, *Reading Research, Reading Skills, Remedial Reading, Testing
Identifiers-*Journal of Reading

Each of 1,067 articles selected for classification in this index were analyzed and individual annotations were written following specifically prepared guidelines. Entries are listed according to the following classification: reading in general; reviews and bibliographies; the correlates of reading, including general, intellectual, emotional/personality, auditory/visual/psychomotor, linguistics/psycholinguistics, racial/cultural, and socioeconomic factors; reading programs on all levels, elementary through college, including programs for business and industry; reading personnel categorized according to general, administrators, supervisors/consultants/specialists, teachers, teachers' attitudes, teacher role, teacher qualifications, and paraprofessionals/tutors/parents; reading skills, listed generally and considered specifically; reading in the content areas, specifically English, drama, literature, social studies, mathematics, and science; instructional methods and activities; materials; measurement and evaluation; English as a second language; atypical learners; and diagnosis and remediation. (MAI)

ED 161 081 CS 204 476

Language Arts Skills and Instruction: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' January through June 1978 (Vol. 38 Nos. 7 through 12).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date-78
Note-11p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-American Indians, Annotated Bibliographies, Auditory Training, *Doctoral Theses, Elementary Secondary Education, *Language Arts, Language Instruction, Language Skills, Listening Comprehension, *Listening Skills, Listening Tests, Low Achievers, Puppetry, *Research, Self Expression, Spelling, *Spelling Instruction, *Teaching Techniques, Word Study Skills

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 14 titles deal with the following topics: observable behaviors and verbal responses elicited by a specific listening task; the relationship between oral spelling, auditory sequencing, and vocal rhythm; the effect of listening instruction on listening test scores; the relationship between auditory learning and mental aptitude, signal distortion, and speech compression; the role of puppetry within the context of the creative-expression language arts curriculum; techniques for teaching word meanings; the effects of background noise on listening comprehension of primary children; factors affecting kindergarten children's invented spelling; an analysis of the ineffectiveness of formal grammar instruction; the development of listening and metalistening skills in young children; attitudes of elementary teachers toward creative self-expression; the effects of symbolic play on aural language comprehension in young native American children; an analysis of three methods of teaching sentence construction to slow-learning eighth grade students; and a comparison of two methods of teaching spelling to low-ability ninth grade students. (MAI)

A System of Criteria for Evaluating Elementary School Buildings.
Hamden Public Schools, Conn.
Pub Date-6 Dec 77
Note-49p.; Prepared by the Hamden Task Force on Declining Enrollment; For a related document, see EA 010 967
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Boards of Education, Cost Effectiveness, *Decision Making, *Declining Enrollment, Elementary Education, Enrollment Projections, *Evaluation Criteria, Flow Charts, Rating Scales, *School Buildings, *School Closing, School Community Relationship, Shared Facilities, Space Utilization, Worksheets
Identifiers-Connecticut (Hamden)

A step-by-step procedure, defined to help the Hamden Public Schools (Connecticut) board of education with the task of choosing one or more elementary schools to close, develops a list of criteria used for comparing and ranking elementary schools into a working system intended to give a precise, objective structure to the board's decision-making process. The criteria define many kinds of advantages and disadvantages of school buildings, all of which are to be considered in relation to each other before the board makes any decisions about retentions and closings. The criteria are designed to evaluate the elementary school buildings as educational plants and in relation to their surrounding neighborhoods and potential enrollments. The criteria are divided into three weighted categories: educational criteria, 40 percent; community impact, 40 percent; and financial, 20 percent. Each individual criterion has five parts: (1) title, (2) questions the data are designed to answer, (3) explanation, (4) data to be collected, and (5) scoring procedure. (MLF)

ED 161 214 EC 112 349

Arts for the Handicapped Child. Why?
National Committee, Arts for the Handicapped, Washington, D.C.
Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78
Note-59p.
Available from-The National Committee, Arts for the Handicapped, 1701 K Street, N.W., Suite 805, Washington, D.C. 20006 ($2.50 or $2.25 each in quantities of 10 or more, prepaid by check or purchase order)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Art Expression, *Art Therapy, Case Studies, *Dance, *Drama, Dramatic Play, Experiential Learning, *Handicapped Children, Learning Experience, Music Activities, *Music Therapy

Presented is a collection of case studies by therapists, educators, artists, parents, and recreation leaders, dealing with the arts as learning experiences for handicapped children. Each of the ten articles records the positive effects of arts experiences (dance, art, music, drama) on the growth and development of a particular handicapped child or group of children. (BD)

ED 161 276 FL 009 789

Born, Warren C., Comp. Buck, Kathryn, Comp.

Options for the Teaching of Foreign Languages, Literatures, and Cultures.

American Council on the Teaching of Foreign Languages, New York, N.Y.; Modern Language Association of America, New York, N.Y.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Contract-OEC-0-74-3207
Note-299p.; Not available in hard copy due to small type of original
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Career Education, College Curriculum, *College Language Programs, *Course Descriptions, Cross Cultural Studies, *Curriculum Development, Educational Policy, Higher Education, Interdisciplinary Approach, Junior Colleges, Language Attitudes, *Language Instruction, Languages for Special Purposes, Literature Programs, *Modern Language Curriculum, *Program Descriptions, Second Language Learning, Surveys, Undergraduate Study
Identifiers-National Defense Education Act Title VI

This report presents the results of a survey of innovative foreign language curricula in U.S. colleges and universities undertaken in 1974-75 by the Modern Language Association. The survey results published comprise three sections: (1) seventy-seven detailed curriculum reports including topics that are career-related, community-related, interdisciplinary (interdepartmental), interdisciplimary (departmental), and non-traditional; (2) a catalog giving questionnaire data for each of nearly 1,700 qualifying survey entries; and (3) an index of institutions. The survey attempts to ascertain the nature of curricular changes being undertaken in the wake of declining enrollments and the disappearance of many traditional reasons for foreign language study. This publication is intended to familiarize users with a range of courses and programs and the institutions in which they are being offered. From the catalog, an instructor can assess what is being done in other colleges and universities and can then contact directly the individuals in those institutions who might be of help in developing and evaluating foreign language curricula. (Author/NCR)

ED 160 739 CE 016 462

Senderowitz, Judith Hebert, Brenda
Community Survey on the Status of Women. 2nd Edition.
Population Inst., Washington, D.C.
Pub Date-Oct 77
Note-44p.; Portions of some pages in this document may not reproduce well because of broken type
Available from-The Population Institute, 110 Maryland Avenue NE, Washington, D.C. 20002 ($2.00)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Bibliographies, Business, Community Involvement, Community Leaders, *Community Role, *Community Surveys, Comparative Statistics, Education, Finance Occupations, Fine Arts, Government Employees, Health Occupations, Labor Force, Labor Unions, Laws, Local Government, Mass Media, Mathematicians, *Occupational Surveys, Politics, *Power Structure, Publicize, Recreation, Religion, *Research Methodology, Scientists, *Working Women

This how-to kit for conducting a survey on the positions women hold in local occupational and decision-making structures is divided into six sections. Section I provides an explanation of the survey and its goals. Section II includes several survey questions and practical tips for finding the answers for each of eleven categories: Law, education, government and politics, health, media, the arts, business and finance, labor, religion, sports, and science and math. A sample question is: What percentage of state trial court judges in your district are women? The tip for finding the answer is: Call the court directly and speak to the clerk of the court. Section III suggests how to organize the survey group and how to collect, compute, and analyze the data. Section IV supplies comparative statistics for the United States in the eleven categories and includes two charts on percentages of women in selected occupations in the United States and in countries around the world. Section V gives tips on successful publicity campaigns, including how to get coverage of a survey's findings in the media, with other groups and agencies, and with political structures. Notes on preparation of a newsworthy press release and on other newspaper coverage are included. Section VI gives lists of organizations and publications under each of the eleven categories which could be resources for follow-up information. (LMS)

ED 160 756 CE 016 882

Rice, Eric And Others
In Search of a Job: A Simulation Activity in Occupational Decision-Making. Instructor's Manual.
System Sciences, Inc., Chapel Hill, N.C.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
Pub Date-76
Grant-300-75-0258
Note-93p.; Sample job application forms included at the end of this document will not reproduce because of poor print quality; For related documents see CE 016 860-861, CE 016 881, and CE 016 885-886 ; Best copy available
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Decision Making Skills, Employer Attitudes, Employment, Employment Interviews, Employment Opportunities, Financial Needs, Job Application, *Job Search Methods, Learning Activities, Lesson Plans, Needs Assessment, Occupational Information, *Occupations, Performance Based Education, Salaries, Secondary Education, *Sex Discrimination, *Sex Stereotypes, *Simulation, Skill Development, Social Attitudes, Teaching Methods, Vocational Education

Part of a series devoted to identifying and evaluating strategies which vocational education administrators and instructors can use at the secondary student, teacher, or administrator level to eliminate sex stereotyping and sex bias in vocational education programs, this simulation activity involves students in real-life situations requiring family and job decisions and demonstrates how these decisions are related to sex stereotyping and sex bias in society at large. In the simulation activity, each student is assigned a role as either a family member who is looking for a job or as an employer who is seeking to fill a job opening. From this role playing, students will gain skills in decision-making, interviewing techniques, filling out job application forms, comparing income needs and salary possibilities, and participating in group interactions. A teacher's manual is provided which includes introductory and orientation materials as well as lesson plans for five classroom sessions. Each lesson plan outlines the session's goals, time requirements, materials distribution, activities, teaching methods, and a summary of the lesson. The student's materials which are to be used in the simulation activity under the teacher's direction include descriptions of a town and its families and employers, sample help wanted ads, job descriptions, interview guidelines, and application blanks. (ELG)

ED 160 842 CE 018 137

Moore, Earl J. And Others

Comprehensive Career Guidance. Methods Guide. K-6 Career.

Georgia State Dept. of Education, Atlanta.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-77
Grant-G007500339
Note-375p.; For related documents see CE 018 130-144, CE 018 146-147, CE 018 150, CE 018 152, CE 018 154, CE 018 157-158, CE 018 161, CE 018 163, and CE 018 339
Available from-Vocational Education Materials Center, Room 124, Fain Hall, Division of Vocational Education, College of Education, University of Georgia, Athens, Georgia 30601 ($7.50)
EDRS Price MF-$0.83 HC-$19.41 Plus Postage.
Descriptors-Career Awareness, Career Development, *Career Education, Career Planning, Educational Objectives, Elementary Education, Elementary School Guidance, Fused Curriculum, *Humanistic Education, *Human Relations, Interpersonal Competence, Occupational Guidance, *Program Design, Program Development, Skills, *Teaching Methods, Teaching Techniques, *Values
Identifiers-*Georgia Comprehensive Career Guidance Project

This methods guide is intended to assist elementary school guidance workers in implementing a comprehensive career guidance program. Three major areas are considered. First, the life career development perspective is examined as a framework for organizing guidance objectives and practices so that there is a developmental, integrative conceptualization. Also included are descriptions of the following processes which can be utilized in reaching some of these guidance objectives: teacher developed activities, media packages, and experiential career education (Career Education); models and methods, moral reasoning, and expanding experiences (Values Education); media programs and group processes (Human Relations Education). In the second section, the psychological education movement is surveyed to provide some basic principles for new and intensive personal development goals. Four facets of psychological education are examined: communications training; understanding behavior; behavior change; and achievement motivation and responsible assertiveness. Finally, in section three, program components are presented to aid in establishing comprehensive career guidance within the mainstream of the elementary school curriculum. Included is a list of goals and developmental objectives organized by grade level (K-6) under the following domains: interpersonal effectiveness; work and life skills; and life career planning. (This comprehensive career guidance model was developed by the Georgia Comprehensive Career Guidance Project. (See CE 018 130 for a final report of this project.) (BM)

ED 160 876 CE 018 351

Maloyed, Douglas Hedinger, Howard E.

Basic Mathematics Review. Information Sheets and Worksheets for Apprentice and Vocational Students. Revised to Meet 1975 Electrical Code.

North Carolina State Dept. of Community Colleges, Raleigh.

Pub Date- 75

Note-35p.; For related documents see CE 018 350-360

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Apprenticeships, Electrical Occupations, *Learning Activities, Mathematics Materials, Postsecondary Education, *Review (Reexamination), Secondary Education, *Technical Mathematics, Vocational Education, Worksheets

Ten review lessons in basic mathematics are presented in this workbook designed for electrical apprentices and vocational students. The lesson topics are numbers (whole, positive, negative), fractions, decimal fractions, finding common denominators, reciprocals, percentage, powers and square roots, ratio and proportion, the circle and its use of formulas, and negative exponents. Each lesson generally consists of an information sheet, which explains the mathematical operation and gives examples of some problems, and worksheets of problems to be solved by the student. (JH)

ED 160 944 CG 012 891

Elovson, Allana Cummings Cockroft, Irene

The Reported Impact of Women's Studies Courses on Students' Lives.

Pub Date- 77

Note-46p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Changing Attitudes, *College Students, Courses, *Curriculum Research, Females, Higher Education, Perception, Research Projects, *Sex Role, Social Values, Surveys, *Womens Studies

Examined is the perceived impact of Women's Studies courses on students' lives, in terms of an evaluation instrument developed for this purpose. Subjects were 136 Women's Studies college students who responded to a 22-question, open-ended survey instrument. Results indicate that 93% of all students reported that the courses had some impact on their lives. Students reported increased feelings of confidence and awareness of their own abilities; higher career aspirations; a broadened perspective on historical and societal issues; an increased comprehension of political, social, and economic factors as determinants of human experiences and attitudes; greater tolerance of those with different histories and value systems; increased desire to participate in and contribute to society; and attitudes that were more questioning, analytical, and rational, and less accepting of exploitation and manipulation. Students in this sample attribute a wide variety of impacts on their lives, usually extremely positive ones, to Women's Studies courses. (Author/JLL)

ED 161 036 CS 204 395

Edwards, Kenneth

Electronic News Delivery Needs Only FCC Encouragement for Invasion of U.S.A.

Pub Date-Aug 78

Note-22p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Display Systems, *Electronic Equipment, *Information Systems, *Mass Media, *News Media, Newspapers, *News Reporting

Identifiers-*Electronic Newspapers, England, *Teletext

The electronic newspaper, using a television screen and a small keying mechanism to call for specific pages of interest, currently exists in England and may soon be common in the United States. Three systems of electronic information delivery (teletext) now operate in England: CEEFAX, ORACLE, and VIEWDATA. The first two make use of two television lines at the top of a home television screen and the viewer can call up the page of his or her topic of interest. The third system is operated by the British Post Office and displays information in the same way; however, specific information can be sought through a two-way communication system using a telephone connected to the television set. Development of the system in the United States awaits only a commercial developer and the approval of the Federal Communications Commission. The advertising potential of the teletext systems makes it likely that they will be developed by commercial enterprises while the convenience and probable low cost may make such systems very popular with the United States public. (TJ)

ED 161 059 CS 204 441

Petreshane, Susan S.
The Complete Guide to Learning Centers.
Pub Date-78
Note-309p.
Available from-Pendragon House, Inc., 2595 E. Bayshore Drive, Palo Alto, California 94303 ($9.50 paper)
Document Not Available from EDRS.
Descriptors-*Centers of Interest, Creative Writing, Discovery Learning, Elementary Education, Handwriting, *Individual Instruction, *Instructional Materials, *Language Arts, *Learning Activities, Learning Laboratories, Mathematics, Open Education, Reading Instruction, Sciences, Spelling, *Teaching Techniques

Practical, classroom-tested ideas for developing classroom learning centers are presented in this book. The sixteen chapters deal with the following topics: an overview of learning centers and individualization, basic considerations in setting up a learning center, getting started, mechanics of operating learning centers, room arrangement and materials storage, keeping the lines of communication open, recruiting and training teacher aides, individualized spelling, handwriting centers, creative writing centers, computation mathematics centers, discovery centers in manipulative mathematics and science, centers that require minimal teacher supervision, scheduling a reading program in a learning centers environment, adaptations for kindergarten learning centers, and developing a basic lesson plan. Numerous illustrations, examples, and step-by-step instructions are featured throughout the book to aid teachers in developing such materials as organizational charts, instructional games and activities, schedules, lesson plans, and student record forms. (GW)

Matthews, Carleen

Innovative Projects: Making Them Standard Practice. Keys to Community Involvement Series: 7.

National School Public Relations Association, Arlington, Va.; Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jan 78
Contract-400-76-0025
Note-21p.; For related documents, see EA 010 930-944
Available from-National School Public Relations Association, 1801 North Moore Street, Arlington, Virginia 22209 ($2.00; $24.00 for set of 15 Keys; discounts available; payment must accompany order)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Change Strategies, *Citizen Participation, *Community Involvement, *Conflict Resolution, Group Dynamics, Group Relations, *Innovation, Interpersonal Relationship, Organizational Climate, *Organizational Effectiveness, Program Effectiveness

This booklet describes some of the conflicts new programs are likely to face. It then presents techniques and processes that can help managers and staff resolve conflicts and build broad support for their project. As a special focus, the booklet describes five ``principles of interdependence'' that help the project managers and staff and their sponsor agencies mutually work toward project continuation. The five principles of interdependence are ownership, skill training, recognition of the uniqueness of each situation, representative participation, and neutrality. (Author/MLF)

ED 161 165 EA 010 989

Burbach, Harold J., Ed. Decker, Larry E., Ed.
Planning and Assessment in Community Education.
Pub Date-77
Note-220p.
Available from-Pendell Publishing Company, P.O. Box 1666, 1700 James Savage Road, Midland, Michigan 48640 ($9.50)
Document Not Available from EDRS.
Descriptors-*Community Education, Community Involvement, Community Relations, Community Schools, Community Surveys, *Educational Planning, Educational Research, Elementary Secondary Education, *Needs Assessment, Power Structure, Program Evaluation, School Community Relationship

Identifying the genuine needs of a community and developing a sound program to respond to those needs represent the primary mission of the community educator. The success of program planning efforts will depend largely on how solid the analysis of the community is. This collection of papers deals with the question of how community analysis is done. It provides both theoretical background and practical suggestions and examples of what kind of information is useful and how to get it. Contributions include A Growing Imperative'' by Harold J. Burbach and Larry E. Decker, Educational Planning'' by Ken M. Young, A Nine-Phase Approach to Community Education Development'' by Michael H. Kaplan, Community Involvement: A Model for Systematic Planning'' by Larry Winecoff and Conrad Powell, Planning as Process'' by John W. Warden, Community-Based Research'' by Harold J. Burbach, Community Observation'' by Richard M. Brandt, Community Power Structure'' by Everett B. Howerton, Jr., and Program Evaluation'' by Bruce M. Gansneder. (Author/JM)

ED 161 188 EC 112 316

P.L. 94-142 Not Just a Law - A Darn Good Idea'' A Resource Packet for Use in the Conference: Advancing the Handicapped and School Administration.

Drake Univ., Des Moines, Iowa. Midwest Regional Resource Center.
Spons Agency-American Association of School Administrators, Washington, D.C.; Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date- 77
Contract-OEC-0-74-7899
Note-163p.
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors-Administrator Guides, Due Process, Federal Legislation, *Handicapped Children, Individualized Programs, Recordkeeping, *Resource Guides, School Policy, *Workshops
Identifiers-Education for All Handicapped Children Act

Presented is a resource packet used in a conference designed to create and develop a greater awareness and understanding of the implications of the Education for All Handicapped Children Act (PL 94-142). The packet is divided into six sections. The first section deals with PL 94-142 and provides an overview of the law, a compliance matrix, definitions of terms, and full service planning forms. Section 2 focuses on individualized education programs and includes selected regulations for PL 94-142 and an analysis worksheet. Procedural safeguards are covered in section 3; provided are questions and answers regarding due process and record-keeping and confidentiality, a self-administered due process guide, policy regarding nondiscriminatory evaluation, and policies for the development and use of anecdotal records. Section 4 identifies some of the posible resources in the area of personnel development. The fifth section presents 12 programs known as operationalizing the least restrictive environment. The last section alphabetically lists 42 resources. (BD)

ED 161 239 EC 112 451

Paine, Stan C. And Others
The Effects of Repeated Treatment on the Maintenance of Social Behavior. Report No. 38.
Oregon Univ., Eugene. Center at Oregon for Research in the Behavioral Education of the Handicapped.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Mar 78
Grant-G007700006
Note-145p.
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-*Behavior Change, Elementary Education, Emotionally Disturbed, Exceptional Child Research, *Interpersonal Competence, *Intervention, *Peer Relationship, Play, *Positive Reinforcement, Social Behavior, *Withdrawal Tendencies (Psychology)
Identifiers-Token Economy

Nine elementary grade children, each referred originally for low levels of peer interaction in free-play situations in school, participated in a study designed to assess the effects of treatment booster shots'' on the maintenance of social behavior. An intervention package, consisting of social skills tutoring and a recess-based point system, was alternated with treatment reversal periods to determine whether maintenance effects would accumulate with repeated exposure to treatment procedures. Observational data collected during playground recess periods showed that four of the five Ss who had been previously treated in the Procedures for Establishing Effective Relationship Skills Program were interacting within normative levels of social behavior following a series of three treatment booster shots.'' Other findings included that teacher and parent ratings of child social behavior showed general improvement for both previously treated and untreated Ss between pre- and post-treatment assessments to rating levels approaching those of their non-withdrawn peers; and that peer sociometric ratings showed increases from pre- to post-treatment phases for both groups of Ss. (Author/SBH)

ED 160 773 CE 017 508

Bliss, Tamara And Others
The Doing Book. An Experiential Approach to Consumer Education.
Middlesex Community Coll., Bedford, Mass. Consumer Resource Center.
Pub Date-73
Note-121p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-Adult Education, Citizenship Responsibility, Community Resources, Consumer Economics, *Consumer Education, Consumer Protection, *Experiential Learning, Group Activities, Group Discussion, Leaders Guides, *Learning Activities, Merchandise Information, Money Management, Problem Solving, *Program Planning, Resource Materials, Role Playing, Small Group Instruction

This manual presents an experiential methodology for teaching consumer affairs. It is intended primarily as a resource for consumer education teachers and group leaders. Part 1 of the book introduces a philosophy of education and presents a description of the teaching method. The method involves the use of small groups and techniques such as brainstorming and role playing. Also included in part 1 is a chapter on planning consumer education programs. Part 2 contains twenty-two structured exercises designed to address the following consumer topics: values and financial goals; budgeting and money management; wise shopping; credit and consumer protection laws; the businessman and consumer; rights and responsibilities; and seeking help with consumer problems. For the group leader, each exercise is presented with directions and suggestions in the following format: goals, group size, time required, materials utilized, physical setting, process, and tips for the leader. (CSS)

ED 160 790 CE 017 688

McKenzie, Sharon, Comp. Martin, Joan, Ed.
Family Studies I. Course Objectives, Content Analysis, Supporting Objectives and Content Generalizations.
San Diego Unified School District, Calif.
Pub Date-Aug 77
Note-46p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Career Education, Consumer Education, Content Analysis, Course Objectives, Cultural Awareness, Curriculum Development *Daily Living Skills, Decision Making, *Developmental Stages, Family Environment, Family Life Education, *Homemaking Education, *Homemaking Skills, Human Development, Humanistic Education, Instructional Materials, Life Style, Problem Solving, *Self Actualization, Vocational Education

Family Studies I represents the first part of a consumer and homemaking program focusing on individual and family development, parenting, and the daily tasks of living in a family setting. The course is designed to help students study the family as it exists in day-to-day living and to aid them in understanding themselves in relation to their present and future family life. The first section of this publication presents the course description, objectives and goals, the content analysis, and a suggested time sequence. The content analysis focuses on the following broad concepts: self-understanding, values, decision making and problem solving, life styles, families, developmental tasks of adolescence and early adulthood, dating and mate selection, marriage, parenting, marriage dissolution, family life cycle (middle years and later maturity), and career opportunities. The remainder, and majority, of the materials are devoted to course objectives, selected supporting objectives, and content generalizations. The objectives are keyed as to emphasis: human potential, consumer, career education, and/or cultural awareness. The first objective, for instance, is to identify one's own developmental stage (human potential emphasis), and the content generalization is that individuals are unique in their potentialities, maturation, and developmental rates. (CSS)

ED 160 807 CE 017 821

Stallsmith, Douglas D.

Guidelines for Planning Industrial Education Facilities and Equipment.

Spons Agency-Wisconsin State Dept. of Public Instruction, Madison.
Report No.-Bull-9167
Pub Date- 74
Note-95p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-Building Plans, Design Needs, Educational Environment, *Educational Equipment, *Educational Facilities, Educational Finance, Elementary Secondary Education, Evaluation, *Facility Guidelines, Facility Improvement, *Facility Planning, Facility Requirements, Guidelines, *Industrial Education, Laboratories, Needs Assessment, Reference Materials, Safety, Space Utilization, Spatial Relationship
Identifiers-Wisconsin

This guide presents alternatives, resources, and specifications for industrial education teachers to use in preparing a facilities proposal to present to administrators, boards of education, the community, and architects. Developed to reflect the objectives of industrial education as outlined in the Wisconsin Guide to Local Curriculum Improvement in Industrial Education, K-12,'' it includes the following topics: (1) criteria for facility planning, emphasizing the students' needs; (2) the objectives of industrial education as identified in the Wisconsin curriculum guide; (3) types of industrial education laboratories; (4) planning sequence for proposing industrial education facilities, from determining design criteria through final evaluation and modification; (5) environment and service specifications, including utility systems; (6) equipment recommendations, according to grade levels; (7) financial sources, such as federal and state aid, bond issues, and leasing; (8) evaluation of existing facilities, containing a checklist for assessing location, space, layout, services, and equipment; (9) modernization of existing structures; (10) shared space concept; (11) alternatives, such as modular structures, mobile units, and remodeling; (12) layouts or floor plans; and (13) the occupational safety and health act as applied to industrial education facilities. Numerous diagrams and charts are interspersed throughout the text and appendixes to illustrate the suggested plans, and a bibliography of reference sources is provided at the end. (ELG)

ED 160 825 CE 018 017

Women Traffic Officer Project. Final Report.

Department of California Highway Patrol, Sacramento, Calif.
Pub Date-76
Note-364p.; Some pages of the appended materials will not reproduce well because of small or broken type
EDRS Price MF-$0.83 HC-$19.41 Plus Postage.
Descriptors-Comparative Analysis, Costs, Feasibility Studies, *Females, Job Training, Males, Personnel Evaluation, Personnel Selection, Police Costs, Recruitment, Social Attitudes, *State Police, Task Analysis, *Task Performance, *Working Women
Identifiers-California

To determine the feasibility of employing women as state traffic officers (STOs), the California Highway Patrol (CHP) conducted a two-year study. The CHP employed forty-one women and forty-two men as traffic officers and gave them the standard sixteen-week training given all new officers. After graduation, the officers were assigned to highway patrol commands in various parts of the state and their performance was evaluated. The department also conducted surveys of the public and of department personnel during both years of the study to discover the attitudes that existed about women STOs. The study concluded that it is feasible to employ women as STOs; the cost of recruiting, training, and maintaining a woman as an STO is higher than for a man, but not exorbitantly so; improved selection and training procedures can reduce the cost of employing women; and academy grades were strongly correlated with men's and women's performance in the field. Doubts about the ability of women to perform as STOs centered primarily around the issue of physical strength, but the data collected was not sufficient to resolve the issue. It was recommended that future STO recruitment efforts be aimed toward those candidates most likely to meet the job qualifications; future research should be conducted on minimum physical qualifications for STOs; the minimum education requirements for STOs should be raised to include college hours; and individualized training should be provided to cadets during academy training. (About three-quarters of the document consists of appended materials.) (LMS)

ED 160 919 CG 012 854

Millet, June E. Feuerhahn, Susan
What's in a Name?
Pub Date-Apr 78
Note-26p.; Paper presented at the Annual Meeting of the Western Psychological Association (58th, San Francisco, California, April 19-22, 1978); Not available in hard copy due to marginal legibility
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Androgyny, *Changing Attitudes, Occupations, Personality, Questionnaires, Research Projects, *Role Perception, *Sex Differences, *Sex Role, *Social Psychology, Undergraduate Students
Identifiers-*Bem Sex Role Inventory

The Bem Sex Role Inventory (BSRI) was administered to 300 undergraduate college students over a three year period. Results indicated a consistent trend toward scores that were more androgynous'' for the male subjects and more feminine'' for the female subjects. These findings were questioned with respect to the social impact of the adjectives used in the BSRI. Separate questionnaires were developed to present scenarios concerning occupational roles that were typically stereotyped as male or female. One incorporated BSRI adjectives into the work role vignettes, and the other was identical except that the BSRI adjectives were excluded. A single questionnaire form was presented to 200 undergraduate college students who were matched with original subject population. Results indicated that those vignettes using BSRI masculine'' adjectives to describe males involved in stereotyped female work roles were rated inappropriate'' by the respondents. On the other hand, the vignettes using masculine'' adjectives to describe females in traditional male work roles were rated appropriate.'' Findings were integrated into the contemporary social view of the occupational roles that are now open to females but which have long been stereotyped as masculine.'' (Author)

ED 161 103 CS 502 256

Oxford, Wayne, Ed.
Communication Association of the Pacific, Honolulu, Hawaii.
Pub Date-Jul 78
Note-219p.; Small type in some figures
Journal Cit-Communication; v7 n1 Entire Issue Jul 1978
EDRS Price MF-$0.83 HC-$11.37 Plus Postage.
Descriptors-*Communication (Thought Transfer), *Communication Skills, Conflict, Cross Cultural Studies, Information Systems, Intercultural Programs, *International Studies, Interpersonal Competence, Interpretive Reading, Language Patterns, Nonverbal Communication, Older Adults, Sex Discrimination, *Speech Communication, Speech Curriculum, Workshops
Identifiers-*Intercultural Communication

Fifteen articles dealing with international/intercultural communication are contained in this journal. The following topics are considered: a communication perspective on aging in Japan and America; Japanese speech characteristics; the development of a communication-conflict test; information systems in the educational institution; the foundation, development, and effects of the intercultural communication workshop; a critical review of the literature about the conceptualization of satisfaction; a prescriptive model for enhancing intercultural communication; nonsexist communication; the speech education trident; the effects of an intercultural communication unit in the basic speech course; the necessity of intercultural communication; evaluating oral interpretation; the right to communicate; a cross-cultural perspective on decision making; and nonverbal aspects of interpersonal communication. (FL)

Task Force on Declining Enrollment. Final Report.
Hamden Public Schools, Conn.
Pub Date-5 Mar 77
Note-165p.; For a related document, see EA 010 961; Not available in paper copy due to marginal legibility of appendices
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Community Surveys, Costs, *Declining Enrollment, Educational Alternatives, Elementary Secondary Education, Grade Organization, School Buildings, School Closing, School Community Relationship, Space Utilization, Tables (Data)
Identifiers-*Connecticut (Hamden)

This task force in Hamden, Connecticut, discovered an intricate relationship among declining enrollment and finances, buildings, community impact, and educational impact. Their study resulted in nine conclusions and recommendations. (1) We will recommend to the board of education criteria, procedures, and timetables for closing a school. (2) Parents should have the option to choose an open space or a traditional space school within a cluster or pairing system. (3) Redistricting, offering parents pairs of educational alternatives, and if necessary, school closure can all be implemented at the same time, preferably by 1980. (4) On the elementary level, fewer buildings will be needed, building needs ought to be evaluated immediately, and until plans to handle declining enrollment are adopted, staffs of low enrollment schools should be augmented. (5) The high school should include grades 9-12. (6) The middle school should include grades 7 and 8. (7) The board of education should reconsider the enrollment capacities for all school buildings and revise where necessary. (9) The board of education and community residents ought to consider the impact of any building use changes. A lengthy appendix contains correspondence, community surveys and information, building evaluations criteria, and high school department needs. (Author/JM)

ED 161 215 EC 112 351

Adler, Sarah Jane And Others

High/Scope Foundation - B.E.H. Special Project for the Preparation of Preschool Specialists. Final Report.

High/Scope Educational Research Foundation, Ypsilanti, Mich.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Personnel Preparation.
Pub Date-Aug 77
Grant-OEG-0-73-6144
Note-146p.; Print is marginal and may not reproduce well in hard copy
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Audiovisual Aids, Curriculum Design, Early Childhood Education, Evaluation Methods, *Handicapped Children, *Inservice Programs, *Inservice Teacher Education, Learning Modules, Mainstreaming, Models, Multimedia Instruction, Preschool Education, *Program Descriptions, Program Evaluation, Program Planning, Summative Evaluation, Teacher Education, Teaching Guides, Teaching Methods

Described is an inservice training program for early childhood special education teachers who work with non-categorical or integrated (handicapped and nonhandicapped) groups of preschool children. Chapter 1 presents an overview of the project. Chapter 2 reviews the content and structure of the curriculum framework and presents a cognitively oriented curriculum model, while the third chapter discusses the teacher training model developed by the project. The multimedia training modules or learning packages are described in chapter 4, which also lists the audiovisual materials and outlines the contents of the trainer's manual and teacher's manual. The field sites where field testing of the training system occurred are summarized in chapter 5, along with some of the issues involved in disseminating a curriculum model. Evaluation procedures are results utilized in developing the training materials are described in chapter 6. Chapter 7 addresses the process by which program consultants were trained to serve as links in the training model. The final chapter looks ahead to plan for wider use of the training system and materials developed by the project. (Author/BD)

ED 161 258 FL 009 659

Birckbichler, Diane W.

Communication and Beyond. The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9.

American Council on the Teaching of Foreign Languages, New York, N.Y.
Pub Date-77
Note-42p.
Available from-Not Available Separately; See FL 009656

Document Not Available from EDRS.

Descriptors-*Cognitive Processes, *Communicative Competence (Languages), Convergent Thinking, *Creative Activities, Creative Thinking, *Creativity, Divergent Thinking, Elementary Secondary Education, Higher Education, *Language Instruction, Learning Activities, *Second Language Learning
Identifiers-Guilford (J P), *Structure of Intellect

The interdependence of the creative process and the communication process is examined. Artistic creativity, humanistic creativity, and creativity in the psychological laboratory are briefly examined, and Guilford's structure-of-intellect (SI) model is analyzed. Instead of categorizing people according to their general intellectual ability, the SI model recognizes a diversity of intellectual abilities, possessed by each individual to some degree or another. Creativity in an educational context and creativity in the second language classroom are then examined. Convergent tasks and divergent-production tasks are discussed and examples are provided. Creative problem solving in second language learning is considered, and a discussion and examples are presented concerning linguistic factors, sociolinguistic factors, and nonverbal factors. Creativity in the second language classroom is also seen to involve activities designed to encourage imaginative behavior through verbal play, creative writing, and creative reading. The following are discussed as ways of facilitating enhanced communication in the classroom: reevaluating student/teacher roles, providing activities that ensure student success, and encouraging risk-taking on the part of students. (SW)

ED 161 296 FL 009 824

Allen, George D.

Development of Rhythm in Early Phonology. Papers and Reports on Child Language Development, No. 12.

Stanford Univ., Calif. Committee on Linguistics.

Pub Date-Dec 76

Note-9p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Child Language, Intonation, *Language Development, Language Patterns, Language Research, *Language Rhythm, Literature Reviews, *Phonology, Psycholinguistics, Speech, *Stress (Phonology), *Suprasegmentals, Syllables, Verbal Development

This study discusses the nature of rhythm as it may apply to speech and language, reviews some of the literature on the development of rhythm, and presents some thoughts relating these findings to specific examples of children's speech. There is evidence to support the view that one need not look at the exact rhythm of any utterance, but only for sequential organizing principles that children must recognize are at work in the language and then see how they go about learning these principles. Vanderslice and Ladefoged's study of English prosody leads to the notion that the single most important rhythmic phenomenon in English is the distinction between stressed and unstressed vowels. While the small amount of research on the development of stress, rhythm and segment-timing in children's speech reveals some inconsistencies, it leads to some tentative conclusions. Children appear to produce durational and other prosodic differences as early as 18 to 24 months, but their productions are characteristically variable until much later, stabilizing to adult norms around age ten. In conclusion, examples of children's utterances illustrate some rhythmic phenomena of interest, namely, examples of the correct or incorrect reduction of light syllables, examples of deletion of whole syllables, and samples of doubling or extreme lengthening of phrase-final syllables. (AMH)

ED 160 897 CE 018 442

Pucel, David J. And Others

A Study of the Need for a Teacher Education Program for Part-Time Adult Vocational Instructors in Minnesota.

Minnesota Univ., Minneapolis. Dept. of Vocational and Technical Education.
Spons Agency-Minnesota State Dept. of Education, St. Paul.; Office of Education (DHEW), Washington, D.C.
Pub Date-Aug 78
Note-72p.; Appendix materials may not reproduce well due to small print
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Administrator Attitudes, Adult Educators, *Adult Vocational Education, *Educational Needs, *Inservice Teacher Education, *Needs Assessment, *Part Time Teachers, Questionnaires, State Surveys, Teacher Attitudes, Teacher Education, Teaching Techniques, Vocational Education Teachers
Identifiers-*Minnesota

The purposes of a Minnesota study were to determine whether or not there should be some type of teacher education program available to part-time adult vocational instructors, to determine whether such a program should be different from that currently available to postsecondary instructors, and, if a program should be made available, to develop some recommendations for its composition. The data were obtained from written questionnaires administered to a representative sampling of part-time adult vocational instructors and all Minnesota area vocational-technical institutions' adult vocational coordinators. Results were as follows: (1) ninety-three percent of the coordinators and eighty-seven percent of the instructors felt there was a need for a teacher education program; (2) the exact composition of the program was not determined although the five core courses required to achieve five-year certification at the postsecondary level might also be appropriate for the adult instructors; (3) instructors felt the need for substantial assistance in dealing with human interactions in the classroom and techniques for identifying the individual needs and capacities of students, and also assistance in addressing special needs students; and (4) the most effective delivery system to the instruction instructors seemed to be similar to the procedures used with postsecondary vocational instructors. (The questionnaires are appended.) (JH)

ED 160 945 CG 012 893

Deutsch, Robin A.

Sex-Linked Role Behavior in Three Employment Groups.

Pub Date-Apr 78
Note-10p.; Paper presented at the Annual Meeting of the Western Psychological Association (58th, San Francisco, California, April 19-22, 1978); Not available in hard copy due to marginal legibility
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Adults, Careers, *Employment, Family Structure, Housewives, *Labor Force, *Marriage, Professional Occupations, Research Projects, *Sex Role, *Working Women

Participants in this study were couples representing three employment groups. The first, mono-employed, consisted of couples with an employed husband and a wife who was at home full time. The dual employed group comprised an employed husband and wife, and the third group were employed husbands and wives both of whom had doctoral degrees. Participants were administered a questionnaire, including philosophical orientation and actual role behavior. Results indicated that for both measures, professional women had the lowest degree of sex-linked role behavior and housewives, the highest. Men showed less predictability with regard to philosophical orientation. Actual role behavior was consistent with the philosophical orientation of their wives. (Author)

Yoder, Jan M.

The Relative Importance of Four Narrative Factors in the Reading Interests of Male and Female Adolescents in Grades Ten through Twelve.

Pub Date-78
Note-23p.; Research prepared at St. Ambrose College
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Adolescent Literature, Females, High School Students, *Literature Appreciation, Males, *Reading Interests, *Reading Research, Secondary Education, *Sex Differences

To determine the relative importance of four narrative factors in the reading interests of male and female adolescents, 485 tenth through twelfth graders read 32 synopses of imaginary plots involving adolescents. The four narrative factors are: sex of the protagonist, setting, narration, and portrayal of events. Each of the factors was bipolarized in terms of its manifestations in plots favored by boys and by girls in previous studies. The results indicated that the reading interest of male and female adolescents can be predicted from the four factors. Specifically, the sex of the protagonist tends to influence the reading interest of both males and females; setting was a factor in determining reading interest for males but not for females; there was a pronounced relationship between narration and reading interest for males; and the manner in which events in the story are portrayed is related to reading interest only for older adolescent females. (FL)

ED 161 015 CS 004 449

Reading Achievement: Characteristics Associated with Success and Failure: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' July through September 1978 (Vol. 39 Nos. 1 through 3).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date-78
Note-18p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Annotated Bibliographies, Associative Learning, *Behavior Patterns, Cloze Procedure, Cognitive Style, *Doctoral Theses, Elementary Secondary Education, *Environmental Influences, Haptic Perception, Higher Education, Language Development, *Learning Disabilities, *Linguistic Competence, Memory, Phonology, Predictor Variables, Reading Ability, *Reading Achievement, *Reading Research, Spelling, Student Attitudes

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 25 titles deal with a variety of topics, including the following: reading achievement as it relates to child dependency, the development of phonological coding, short-term memory and associative learning, variables available in school records, haptic and related perceptual functioning, auditory memory, home environment among black pupils of low socioeconomic status, and cognitive development and language development; interaction of a visual form integration task on word recognition; the relationship between reading gain and school behavior among fourth, fifth, and sixth grade disabled readers; performance of high, moderate, and low reading subjects on a read and record task; predictors of reading achievement; comparison of first grade readers and nonreaders on use of linguistic cues for identifying words; self-perceptions of reading abilities related to achievement, attitudes toward reading, and cognitive styles; finger agnosia in disabled children; characteristics of productive control of English language structures in comprehension; communication processes in families with disabled readers; testing linguistic competence with cloze procedure; spelling skills; play behaviors; characteristics of successful and unsuccessful learning disabled students; and comprehension of syntactic structures. (TJ)

ED 160 858 CE 018 163

Dunlap, Suzanne Fitzgerald And Others
Deliberate Psychological Education. Growth through Human Understanding.
Georgia State Dept. of Education, Atlanta.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-May 76
Note-91p.; Not available in hard copy due to poor print quality in original document; For related documents see CE 018 130-144, CE 018 146-147, CE 018 150, CE 018 152, CE 018 154, CE 018 157-158, CE 018 161, and CE 018 339
Available from-Vocational Education Materials Center, Room 124, Fain Hall, Division of Vocational Education, College of Education, University of Georgia, Athens, Georgia 30601 ($1.33)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Career Awareness, Career Development, Career Education, Career Planning, Developmental Stages, Educational Objectives, Faculty Development, Guidance Programs, *Humanistic Education, *Human Relations, *Inservice Teacher Education, Instructional Materials, Interpersonal Competence, *Interpersonal Relationship, Leaders Guides, Learning Activities, Occupational Guidance, *Program Development, Program Planning, Secondary Education, *Self Concept, Skills, Teacher Workshops
Identifiers-Deliberate Psychological Education, *Georgia Comprehensive Career Guidance Project

This document is one in a set of eight staff development training manuals developed to facilitate the efforts of educators in the planning and implementation of comprehensive career guidance programs on the secondary level (7-12). This series is based on the goals and developmental objectives identified by the Georgia Comprehensive Career Guidance Project. (See CE 018 130 for the final report of this project.) The introduction of each manual outlines these goals and objectives under the following three domains: interpersonal effectiveness; work and life skills; and life career planning. The eight activities presented in this manual on deliberate psychological education (growth through human understanding) encourage maximum participant involvement and small group experiences. These activities are based on the following goals: to appreciate the need for students to take part in experiential activities; to define human growth in terms of developmental stages; to identify skills needed for developing self-knowledge and effective interpersonal relationships; and to outline the beginning procedures for inaugurating a course in deliberate psychological education. (This manual is designed to accompany another training manual on self validation, CE 018 157. The other six staff development guides are available as ERIC documents CE 018 147, CE 018 150, CE 018 152, CE 018 154, CE 018 157-158, and CE 018 161.) (BM)

ED 160 877 CE 018 352

Jobsite Supervisor Instructor's Manual for Electrical Apprentice Technical Training. Revised to Meet 1978 Electrical Code.

North Carolina State Dept. of Community Colleges, Raleigh.
Pub Date- 78
Note-249p.; Not available in hard copy due to reproducibility problems; For related documents see CE 018 350-360
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Apprenticeships, Curriculum Guides, *Electrical Occupations, Electrical Systems, Electric Circuits, Electricity, Learning Activities, Lesson Plans, *On the Job Training, Postsecondary Education, Technical Education

One hundred and sixteen lesson plans for a first, second, third and fourth year electrical apprentice technical training program are presented in this manual. The lesson plans are generally organized into four steps: introducing the lesson, presenting the lessons (e.g., demonstration), student application (use of worksheets), and checking and follow-up (checking answers to worksheets). Some of the lesson topics are these: first year: tools and equipment, introduction to electricity, cable assemblies, fluorescent lighting and blueprint reading; second year: electrical systems, single phase transformers, three phase motors, sample house plans, and outlet circuiting; third year: alternating currents, power factor correction, class III installations, fundamentals of motor control, and estimating job costs; and fourth year: cable trays, cellular metal floor raceways, switchboards and panelboards, radio and television equipment, and effective foremanship. (Instructor manuals for each year including lesson plans, information sheets, worksheets, and tests and workbooks containing worksheets and information sheets are available in separate documents, CE 018 350-360.) (JH)

ED 160 970 CG 012 928

Forcible Rape: Prosecutor Administrative and Policy Issues. Prosecutors' Volume III.

Spons Agency-National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.
Pub Date-Mar 78
Grant-75-NI-99-0015
Note-54p.; For related documents see CG 012 763, CG 012 764, CG 012 869, CG 012 868
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402 (Stock no. 027-000-00620-5)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Administrative Policy, *Criminal Law, Laws, *Legal Problems, Medical Services, *Police, *Rape, Social Agencies, Social Services, State of the Art Reviews, Violence

This report addresses the need for policy change in rape cases and suggests ways in which the prosecutor can encourage reporting of rape, more sensitive treatment of victims, and more rape trials and convictions. Standardized reporting forms listing all elements necessary for successful prosecution should be developed for both police and court use, and greater cooperation must be established. Standardized forms for evidence-gathering at the hospital are also suggested, and samples are included, since close cooperation with hospital personnel is crucial. The special problems of bringing a rape case to trial are also addressed and the role of the prosecuting attorney during pretrial, trial and sentencing procedures is discussed in detail. The report emphasizes the need for an aggressive office policy, stating that only if there is clear direction from administrators will individual deputies seek convictions in rape cases. (Author/KA)

ED 161 037 CS 204 402

Glasser, Theodore L. Donohue, Thomas R.

The Consequences of Objective Reporting: The Case of Redlining'' in Hartford.

Pub Date-Aug 78

Note-34p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Communication Problems, Community Problems, Conflict, *Information Dissemination, Information Sources, *Journalism, *News Reporting, Press Opinion, *Racial Factors, *Residential Patterns

Identifiers-*Connecticut (Hartford), *Objective Reporting

Objective news reporting, in which reporters present but do not evaluate facts, has certain negative consequences. When the convention of journalistic objectivity was adopted around 1900, journalists moved from interpreting and analyzing events to being relatively passive links between sources and audiences. The most troublesome convention of objective reporting for the consumer appears to be the presentation of conflicting truth claims. A 1977 series of articles in the Hartford, Connecticut, Courant'' presented conflicting claims about a Hartford map designating much of the city as inappropriate'' for residence, which was allegedly distributed by a realtor to airlines employees who were being transferred to Hartford. The articles included accusations by civil rights leaders that the maps were designed to steer people away from areas populated by blacks, denials by airlines and realty officials that they had distributed the map, and reactions by public officials. The truth about the facts was never made known, and readers had no way of discriminating among the contradictory claims. While news ought to reflect thoughtful scrutiny, or at least a concern for the probable truth of claims, its form makes this impossible. Moreover, the public debate accommodated in the press is limited to the views of officialdom. (Six Courant'' news stories about the map controversy are included.) (GW)

ED 161 060 CS 204 444

Weiss, Robert H.

Assignments that Succeed: A Case Approach to Composition.

Pub Date-79

Note-11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (29th, Denver, Colorado, March 30-April 1, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Assignments, *Composition Skills (Literary), Educational Problems, Elementary Secondary Education, *English Instruction, Higher Education, Student Interests, Student Motivation, Teaching Methods, *Teaching Techniques, *Textbook Assignments, *Writing Exercises

The case approach to composition is a successful alternative to the traditional pattern of instruction in which little attention is paid to the writing assignments given to students. An analysis of writing assignments from reputable textbooks reveals that many of them require instruction in some subject matter at the expense of instruction in writing techniques, and that they fail to specify a particular organization, tone, or purpose. The case approach to composition is based on considerations regarding student motivation, students' writing interests and fears, effects of writing for different audiences and of writing papers of various lengths, and elements of the writing process. Case assignments establish realistic problems to solve through writing and specify a specific context and audience. For example, a case on fund raising for an animal shelter calls for the writing of a descriptive brochure, a direct mail solicitation, and a speech. The cases replace essay anthologies and writing textbooks; they supply the writing situations and tasks, and teacher and students supply writing suggestions. Cases are less forbidding than essays, give students a sense of participation, interest them in solving problems through writing, and put them in interesting situations in which context and audience are significant. (GW)

ED 161 082 CS 204 477

Written Language and Writing Abilities: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' January through April 1978 (Vol. 38 Nos. 7 through 10).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date-78
Note-11p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Annotated Bibliographies, Case Studies, Cerebral Dominance, Cognitive Style, College Freshmen, Composition (Literary), Creative Writing, Deep Structure, Disadvantaged Youth, Discourse Analysis, *Doctoral Theses, Elementary Secondary Education, Essays, Higher Education, Linguistics, Neurological Organization, Paragraphs, Pronouns, Reading Ability, Reading Comprehension, Semantics, Structural Analysis, Syntax, Transformation Generative Grammar, *Writing Skills, *Written Language

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 12 titles deal with the following topics: a transformational analysis of syntax in tenth-grade writing; the relationship between inner-city fifth graders' reading comprehension and writing achievement; the relationship of the quality of students' written language, productivity of writing, and reading comprehension in grades four and six; an analysis of six sequence signals of English discourse; a study of the relationship between field dependence/independence, locus of control, hemispheric localization, and variations in the occurrence of syntactic classes in written language; the management and comprehension of discourse connection by pronouns in English; an analytical study of essays written by nominees in the communicative arts for the governor's honors program in Georgia; the relationship between cognitive style and creative writing in children; a description of the composing acts of college freshmen writers; a description and two case studies of the composing acts of college freshmen writers; an analytical study of the relationship of tenth graders' reading and writing abilities; and the deep structure of the paragraph and the discourse. (FL)

ED 161 124 EA 010 937

Matthews, Carleen

Successful Projects: Examining the Research. Keys to Community Involvement Series: 8.

National School Public Relations Association, Arlington, Va.; Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jan 78
Contract-400-76-0025
Note-22p.; For related documents, see EA 010 930-944
Available from-National School Public Relations Association, 1801 North Moore Street, Arlington, Virginia 22209 ($2.00; $24.00 for set of 15 Keys; discounts available; payment must accompany order)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Adoption (Ideas), *Change Strategies, Citizen Participation, *Community Involvement, Interagency Cooperation, Organizational Effectiveness, Problem Solving, *Program Development, *Program Effectiveness, *Success Factors

This booklet describes implementation processes that are most likely to bring project success. The experiences of the Rural Education Program in the field, together with the findings of the implementation research, lead the author to believe that a successful implementation process is one that utilizes mutual adaptation. This process promotes interaction and mutual influence between the agency, the community, and the project plan. It relies on continuous problem-solving to make sure that within a project the training is focused on day-to-day issues, the materials are adapted to local needs, and there are sufficient participants to build project morale. Implementation becomes an organizational process that depends vitally on human interactions. (Author/MLF)

ED 161 166 EA 010 990

Dickson, W. R.

Involvement by Decree: Citizen Involvement in Education by Legislative Mandate.

Pub Date-21 Jun 78

Note-26p.; Paper presented at the Canadian School Trustees' Association Congress on Education (1st, Toronto, Ontario, June 17-21, 1978)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Board of Education Role, *Citizen Participation, Decision Making, *Educational Legislation, Legislators, *Policy Formation, Political Power, Preschool Education

Identifiers-Alberta, Early Childhood Services, Lasswell (Harold)

In the past few years, the concept of local control of public education through elected school boards has been superseded by legislation mandating other forms of citizen involvement in educational decision-making. Specifically Alberta's enactment of the Department of Education Act and approval of Operational Plans for Early Childhood Services (ECS) in 1973 mandated citizen involvement that ignored locally elected boards. Lasswell's Social Process Model is a useful framework for the interpretation of ECS policy development since it can be used to discover the motivation, relationships, and interactions contributing to a government policy. When this model is applied to the legislators who developed ECS, some reasons for mandated citizen involvement are revealed. A split in the Social Credit government and the Alberta School Trustees Association was a factor in the government's decision to enact a voluntary ECS model emphasizing parental involvement rather than implementing a universal kindergarten program. Career considerations and election commitments of legislators also influenced the mandatory involvement components. Legislators' child development ideals, research-based expertise, and field-based experience with citizen involvement also contributed to development of the community involvement component. These ideals plus concern with school system rigidities and closed-system bureaucracies helped outweigh the concept of local school board control. (Author/JM)

ED 161 277 FL 009 792

Escobedo, Theresa Herrera

Culturally Responsive Early Childhood Education Programs for Non-English Speaking Children.

California State Univ., Los Angeles. National Dissemination and Assessment Center.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Apr 78
Note-35p.
Available from-National Dissemination and Assessment Center, 5151 State University Drive, King Hall C2094A, Los Angeles, California 90032
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Academic Achievement, *Biculturalism, *Bilingual Education, Bilingualism, Bilingual Students, *Child Development, Cognitive Style, Cultural Awareness, *Cultural Background, Cultural Education, Curriculum Research, *Early Childhood Education, Educational Philosophy, Elementary Education, English (Second Language), Ethnicity, Language Instruction, Language Programs, Learning Theories, Literature Reviews, Methods Research, Non English Speaking, *Program Effectiveness, Second Language Learning, Self Concept, Teaching Methods
Identifiers-*Culturally Responsive Programs

Culturally responsive programs incorporate the child's native language and cultural knowledge as part of the curriculum. In addition they consider the child's development in terms of relationships among self-concept, culture and achievement. While it has been established that self-concept and ability to achieve influence one another, the way in which bilingual/bicultural programs affect the cultural knowledge and self-concept of children is an area yet to be revealed. A review of some Head Start and Follow Through curriculum models and the degree to which they can be considered culturally responsive presents a general view of alternative approaches in early childhood education. This study led to the tentative conclusion that the cognitive developmentalist Responsive Environment Model and the eclectic Bilingual Early Childhood Program met the criteria set for culturally responsive programs. Although information on early childhood bilingual education programs is difficult to locate, available data on six such projects currently in operation revealed varying degrees of cultural responsiveness. Present research and comparision of programs relative to effectiveness with the general preschool population indicated that no single program is generally superior. It is concluded that further empirical research is required to determine the effectiveness of different approaches and the extent to which culturally bound cognitive styles exist in non-English speaking children. (AMH)

The National Manpower Survey of the Criminal Justice System. Volume Six: Criminal Justice Manpower Planning.

National Planning Association, Washington, D.C.
Spons Agency-National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.
Pub Date- 78
Contract-J-LEAA-035-74
Note-412p.; For related documents see ED 154 156, CE 016 271, and CE 018 227-229 ; Parts may be marginally legible due to small type
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 027-000-00664-7)
EDRS Price MF-$0.83 HC-$22.00 Plus Postage.
Descriptors-City Government, *Criminal Law, Data Collection, *Employment Projections, Employment Statistics, Federal Government, *Information Sources, Labor Turnover, *Manpower Development, *Manpower Needs, Manpower Utilization, Models, National Surveys, Needs Assessment, *Planning, Program Improvement, Recruitment, Research Methodology, State Government, Statewide Planning
Identifiers-North Carolina State Planning Agency

Focusing on data needs and methods for manpower planning and manpower projections, this document is one in a series of six volumes reporting the results of the National Manpower Survey (NMS) of the Criminal Justice System. Chapter 1 of five chapters discusses the role and objectives of criminal justice manpower planning at different levels of government (federal, state, and local) and the major categories of information needed. Chapter 2 describes the NMS criminal justice manpower projections model, which was used as a basis for the manpower projections included in this series of reports. Projections are presented for sector employment, employment by occupation, and personnel turnover and recruitment needs in key occupations. The procedures for maintaining and updating the model at the national level are included in Chapter 3 along with an identification of major data sources. Chapter 4 presents the applications of these procedures to manpower planning at the state level and includes a review of experience in a collaborative survey effort with the North Carolina State Planning Agency. Finally, conclusions and recommendations concerning measures to improve both federal and state-level criminal justice manpower planning are presented in Chapter 5. The survey procedures, based on the North Carolina prototype survey, and the detailed programming procedures for updating the NMS survey as well as a description of the model are appended. (BM)

ED 160 757 CE 016 885

Rice, Eric Etheridge, Rose

The Testing of Selected Strategies to Eliminate Sex Bias in Vocational Education Programs. Executive Summary.

System Sciences, Inc., Chapel Hill, N.C.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

Pub Date-77

Grant-300-75-0258

Note-47p.; For related documents see CE 016 860-861, CE 016 881-882, and CE 016 886 ; Parts marginally legible due to print quality

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Administrator Attitudes, Change Strategies, Community Programs, Curriculum Development, Curriculum Evaluation, *Educational Assessment, Educational Needs, *Educational Strategies, Information Needs, Instructional Materials, Needs Assessment, Program Effectiveness, Research Needs, Resource Materials, Secondary Education, *Sex Discrimination, *Sex Stereotypes, State of the Art Reviews, State Programs, Student Attitudes, *Vocational Education

A study was conducted to identify, develop, and evaluate alternative strategies which vocational educators could employ with students, teachers, and/or administrators to eliminate and prevent the restrictive influences of sex stereotyping and sex bias on the interests, attitudes, occupational expectations, and training offered to secondary school students of both sexes. Using a three-phase methodology (an assessment of the state-of-the-art, a survey of vocational administrators' needs, and the development and evaluation of student curricular strategies), it was found that (1) state and local programs are in initial development stages; (2) information needs exist in the following areas: curricular materials for all students, teacher and administrator inservice and resource materials, program development information, and program implementation information; (3) curricular strategies and staff-created curricular materials have significant impact on student awareness, attitudes, and knowledge about sex bias; and (4) need exists for further research on the elimination of sex bias in vocational education. At the conclusion of the study, six products were published: this executive summary; a final technical report (CE 016 886); an administrator manual, entitled Strategies to Eliminate Sex Stereotyping and Sex Bias'' (CE 016 860); and three sets of student materials, entitled Eliminating Sexism: Rewriting the Scripts'' (CE 016 861); Sex Stereotyping, Bias and Discrimination in the World of Work: A Student Workbook'' (CE 016 881); and In Search of a Job: A Simulation Activity in Occupational Decision-Making'' (CE 016 882). (Author/ELG)

ED 160 994 CS 004 417

Ewoldt, Carolyn

A Psycholinguistic Description of Selected Deaf Children Reading in Sign Language.

Pub Date-78

Note-30p.; Research prepared at Gallaudet College

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Cloze Procedure, Communication (Thought Transfer), *Deaf Children, Deaf Education, Miscue Analysis, Psycholinguistics, *Reading Ability, *Reading Comprehension, *Reading Processes, Reading Research, Sign Language

Identifiers-*Goodman Taxonomy

To develop a theoretical model of the reading process of the deaf, a study was devised that tested the viability of the Goodman reading model applied to sign language and evaluated a variety of comprehension-assessing techniques to identify those that provide the most information about a deaf reader's comprehension. For the study, four deaf readers ranging in age from six through sixteen read 25 video-taped stories in sign and interpreted them. Evidence provided by cloze procedures, miscue analysis, numerous retellings, and other procedures suggest that the reading process of deaf readers closely resembles that of hearing readers as proposed by Goodman, with the following variations: deaf readers have more options available to them than hearing readers, such as fingerspelling, pantomime, and sign systems; they use graphic cues as opposed to graphophonic cues; and they are not bound to English syntax. Study results indicate that deaf readers should be allowed to read in any communication system they prefer, and should be permitted to read whole stories without interruption or preteaching. (MAI)

ED 161 104 CS 502 258

Baxter, Leslie A.

Self-Disclosure as a Relationship Disengagement Strategy: An Exploratory Investigation.

Pub Date-Nov 78

Note-27p.; Paper presented at the Annual Meeting of the Speech Communication Association (64th, Minneapolis, Minnesota, November 2-5, 1978)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-College Students, Disclosure, *Friendship, *Interaction, *Interpersonal Relationship, *Negative Attitudes, Questionnaires, Research Needs, *Speech Communication

Identifiers-Communication Research, *Self Disclosure

The willingness of interactants to disclose information about themselves in relationships from which they wish to disengage was compared with their willingness to self-disclose in relationships they wish to maintain. The subjects, 102 college students, were randomly assigned to one of four hypothetical scenarios: one in which the respondent wished to disengage from a relationship but the other person wished to maintain it; one in which both persons wished to disengage from the relationship; one in which both wished to maintain it; and one in which the respondent wished to maintain it and the other person wished to disengage from it. A 20-item questionnaire was then administered to assess respondents' degree of willingness to discuss topics of varying intimacy within the assigned scenarios. Analysis of the results indicated that willingness to self-disclose lessened as the respondent's relational intent shifted from maintenance to disengagement, that willingness to self-disclose did not change significantly with changing perceptions of the other person's relational intent, and that sex differences were not significant. Future research should be devoted to relationship disengagement as well as to the more frequently studied relationship initiation. (The four scenarios and the 20-item questionnaire are included.) (GW)

Davis, E. Dale

Promising Practices in Mainstreaming for the Secondary School Principal.

Pub Date- 77

Note-17p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Administrative Problems, *Administrator Attitudes, *Handicapped Children, *Mainstreaming, *Principals, Research Projects, Supervisory Methods

A study to determine the promising practices which a secondary school principal might use to implement the process of mainstreaming was conducted through interviews with 50 principals and a survey of books and articles published since 1970. The principals were asked to state five to ten promising practices they would recommend and their responses were compared to recommended practices set forth in the literature. There was general agreement between the literature and the principal's responses. The ten most often recommended practices included the following suggestions: the principal provides leadership in planning for mainstreaming within his school, the principal informs all the school faculty members of the process of mainstreaming as it is to be implemented in his particular building, and the teachers should be motivated to study and learn the process. (BD)

Brownsmith, Cynthia L.
The Skill Acquisition Model: Behavioral Rehearsal as a Method for Developing Pro-Social Adaptive Behaviors in Elementary School Children. Final Report 52.3.
Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Aug 76
Contract-300-76-0032
Note-125p.
Available from-Indiana University, Center for Innovation in Teaching the Handicapped, School of Education, Bloomington, Indiana 47401 ($2.00)
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-*Behavior Change, *Behavior Problems, Conceptual Schemes, Emotionally Disturbed, Exceptional Child Research, Intermediate Grades, *Interpersonal Competence, *Intervention, *Models
Identifiers-*Behavior Rehearsal Intervention Program

A study, involving six students in grades 4 through 6 who exhibited inappropriate or inadequate social behaviors, investigated the effectiveness of the Behavior Rehearsal Intervention Program in promoting social skills for pre-adolescents. Three Ss participated in an initial Placebo-Attention Control Condition followed by the Behavior Rehearsal Intervention Program. The other three Ss participated in the intervention program without the placebo condition. The placebo condition consisted of listening to tape recordings of old radio shows. The intervention program consisted of the presentation of tape recorded classroom situations and rehearsal of prosocial behaviors. Because the analysis of the observational data produced differential results, it was difficult to summarize findings. In essence, the main research hypothesis that the rate of general cooperative classroom behaviors would increase as a function of participation in the intervention program was supported by two cases. However, these results were not replicated for the remaining four students. Limitations of the study were examined. (Appended materials include information on the Socio-Behavioral Interaction System, the text of the introduction and discussion of classroom conflicts and general behavior rehearsal instructions, and sample classroom situation forms.) (SBH)

ED 161 297 FL 009 829

Dale, Philip S. And Others

The Influence of the Form of the Question on the Eyewitness Testimony of Preschool Children. Papers and Reports on Child Language Development, No. 12.

Stanford Univ., Calif. Committee on Linguistics.

Pub Date-Dec 76
Note-9p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Behavior Patterns, *Child Language, Cognitive Processes, Court Cases, Imitation, Language Development, Language Processing, Language Research, *Preschool Children, *Psycholinguistics, Question Answer Interviews, Response Mode, *Semantics, *Sentence Structure, Speech, Stimulus Behavior, Syntax
Identifiers-*Questions, *Testimony, Witnesses

This research discusses the probability of child witnesses providing a complete and accurate description of an event. Children have been regarded as particularly inaccurate, highly suggestible, and basically unreliable in court cases. Psychologists have concluded that younger children are much more suggestible than older children or adults, and a devious lawyer could, if he so desired, control the testimony of a child by means of suggestion. This research investigated one method of creating an idea of what the child is to see,'' namely, that of varying the wording of the questions used to interrogate the child about some event he has recently witnessed. Although very young children may be highly suggestible, this research attempts to determine whether preschoolers are indeed influenced by the subtle changes in the form of the questions. Thirty-two children, ranging in age from 4;0 to 4;6, were shown four films. The children were interviewed individually with questions on the films combining the following variables: affirmation-negation (Did you see...?'' vs. Didn't you see...?''); presence/absence (for each film, four entities or events actually occurring were selected, and four plausible entities or events which did not occur were generated); and either the article variable (the'' vs. a'' for singular entities) or the quantifier variable (some'' vs. any'' for plural or mass noun entities). It was found that if the question concerned an entity that was present in the film, the form of the question did not matter. If, however, the question concerned an entity that was not present in the film, the form of the question significantly affected the probability of a yes'' response. (Author/NCR)

ED 160 774 CE 017 532

Yoder, Benjamin Arthur

Effect of Previous Agricultural Mechanics Training on Achievement in a Basic Metals and Welding Course at Iowa State University.

Pub Date-78
Note-88p.; Master's Thesis, Iowa State University
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Academic Achievement, *Agricultural Education, *Agricultural Engineering, *College Students, Correlation, Higher Education, Industrial Arts, Masters Theses, *Performance Factors, Secondary Education, Skill Development, *Transfer of Training, Welding
Identifiers-Iowa State University

The purposes of this study were to determine the effects of previous training in agricultural mechanics upon achievement of students enrolled in a college level agricultural mechanics course and to determine factors that affect performance in this course of basic metals and welding. Students enrolled in the course during the fall and winter quarters of 1977-78 at Iowa State University comprised the research sample of 204. Data were collected from three sources: a survey administered during the final week of each quarter; a mechanical aptitude test given during the first week of winter quarter; and laboratory, lecture, and course totals obtained from each instructor involved in the study. From the findings these are some of the conclusions drawn: students who had received high school instruction in vocational agricultural and industrial arts did not perform significantly better than those who did not; and mechanical aptitude test scores were not significantly different for those who had previous agricultural mechanics instruction compared to those who did not. (Measurement instruments are included in the appendix.) (JH)

ED 160 791 CE 017 689

Erickson, Susan, Comp. Martin, Joan, Ed.

Home Management 7: Child Care Unit. Course Objectives, Content Analysis, Supporting Objectives and Content Generalizations.

San Diego Unified School District, Calif.
Pub Date-Mar 78
Note-29p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Business Responsibility, Career Education, *Career Exploration, Career Opportunities, *Child Care, Child Care Occupations, Child Care Workers, *Child Development, *Childhood Needs, Consumer Education, Content Analysis, Cultural Awareness, Curriculum Guides, Educational Objectives, *Helping Relationship, Homemaking Education, Human Development, *Junior High Schools, Play, Safety, Secondary Education, Self Actualization

These curriculum materials represent a child care unit in a home management program which is concerned with consumer and family studies. The curriculum unit is designed to help young adolescents work successfully with small children. A career focus, that of baby sitter or child caregiver, forms the unit's conceptual framework. This publication contains course objectives, content analysis, supporting objectives, and generalizations. The objectives are coded as to major emphases: consumer education (C), cultural awareness (CA), human potential (HP), and career education (CE). The content analysis focuses on nine major areas: caring for young children; business responsibilities when caring for young children; growth and development of children through play, selection, and use of play materials; children's routines; safety with young children; caring for children with special needs; developing self understanding; and child care careers. Suggested time sequences are provided for each area. The remainder, and major portion, of the materials are devoted to course objectives and content generalizations. For example, the first objective is to project values that could result from caring for children (HP and CE emphases), and the related first content generalization states that when teenagers are skillful in caring for children, the children, the children's parents, and the teenagers benefit from the experience. (CSS)

Anderson, John T.

The Feasibility of Using Work Evaluation as a Tool for Assessment in Adult Basic Education. Final Report. A Sub-Project of the Graduate Student Project, Phase II.

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date-Aug 73

Note-127p.; Not available in hard copy because of faint, uneven type in the original

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Academic Achievement, *Adult Basic Education, Background, Intelligence Level, *Job Skills, Personality Assessment, Program Planning, Social Factors, *Student Evaluation, *Vocational Aptitude, Vocational Education, Vocational Interests, Work Attitudes, *Work Sample Tests

Identifiers-Wisconsin

A study dealt with determining the feasibility of using work evaluation in adult basic education (ABE) programs in Wisconsin and the extent to which this evaluation process would be of value to the ABE programs and students. Five ABE students participated in a two-week evaluation in which their vocational aptitudes, interests, abilities, personality, and achievement were evaluated. Exposure to a variety of occupations through the work sample technique was the basic mode of assessment. The work samples provided the client with a chance to perform on tasks that are required on actual jobs. Approximately four weeks later a follow-up study was conducted. The evaluation methods used were one-to-one relationship, work sample approach, occupational exploration, feedback sessions, staff meetings, and evaluation reports. Project results supported the feasibility of using work evaluation as a method of assessing ABE student's vocational skills. The follow-up investigation supported the fact that ABE students and ABE schools did receive from the work evaluations both benefits and meaningful information necessary to conduct effective program planning. (CSS)

ED 160 826 CE 018 025

Roos, Patricia A.

Sexual Stratification in the Workplace: Male-Female Differences in Economic Returns to Occupation.

Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date-Aug 78
Grant-R01 MH26606-01
Note-36p.; Paper presented at the Annual Meetings of the American Sociological Association (San Francisco, California, September, 1978); Not available in hard copy because of reproducibility problems
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Caucasians, Comparative Statistics, Employment Level, *Employment Patterns, Employment Statistics, Equal Opportunities (Jobs), Females, Human Capital, *Income, Labor Market, Males, *Salary Differentials, *Sex Differences, Statistical Analysis, *Working Women

Using data from 1974 to 1977 National Opinion Research Center Surveys, the investigator examined differentials in income between currently employed white men and women aged 25 to 64 (sample size: 965 men and 672 women). Special attention was given to explanatory effects of occupational characteristics other than those traditionally used in the prestige or status-defined model. The results, based on a multivariate regression analysis and a regression standardization procedure, suggest that a significant part of the income gap between men and women is because of the concentration of women in a few occupations which are typically low paying and heavily female and which do not allow their incumbents the opportunity to exercise authority or to control the means of production. Incorporating these factors into a model of earnings hypothetically increased women's earnings as a percentage of men by approximately seven percent, to approximately sixty-three percent. A similar hypothetical improvement was found when just single women's earnings were adjusted to take account of their concentration in low level employment. The addition of occupational characteristics to the income attainment model thus complemented the human capital approach to the male-female earnings differential and improved on the prestige or status-defined model traditionally employed. The findings suggest that male and female workers face a segregated labor market which adversely affects women's earnings relative to men's. (Author/LMS)

ED 160 843 CE 018 138

Mack, Geoffrey L. And Others
Staff Development in Career Guidance: A Facilitator's Handbook.
Georgia State Dept. of Education, Atlanta.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Aug 76
Grant-V0244-VZ
Note-41p.; Not available in hard copy due to poor print quality in original document; For related documents see CE 018 130-144, CE 018 146-147, CE 018 150, CE 018 152, CE 018 154, CE 018 157-158, CE 018 161, CE 018 163, and CE 018 339
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Career Development, Elementary Secondary Education, *Faculty Development, *Group Activities, Group Behavior, *Group Dynamics, Group Relations, *Group Structure, *Group Unity, Guidance Programs, Inservice Teacher Education, Interpersonal Competence, Leaders Guides, Leadership, *Leadership Training, Occupational Guidance, Teacher Workshops
Identifiers-*Georgia Comprehensive Career Guidance Project

This handbook is part of a set of instructional materials developed to facilitate the efforts of educators in planning and implementing comprehensive career guidance programs. (See CE 018 130 for the final report of the Georgia Comprehensive Career Guidance Project.) The focus of this handbook is on group leadership and is intended to help prospective group leaders prepare for their staff development activities in career guidance by reviewing some of the basic principles of group dynamics and group procedures. The information is presented under the following topics: definition of group; group atmosphere; leadership; roles within the group; goal formation; cohesiveness; facilitating cohesiveness in an established group; formulating the group; facilitating the general discussion; facilitating group interaction and learning; and summarizing the group activities. This handbook accompanies a series of staff development training manuals for both the elementary (CE 018 139-144) and secondary (CE 018 147, CE 018 150, CE 018 152, CE 018 154, CE 018 157-158, CE 018 161, and CE 018 163) levels. (BM)

ED 160 920 CG 012 855

Downing, Nancy E.
The Broverman Study Revisited: Implications of Androgyny.
Pub Date-78
Note-8p.; Paper presented at the Annual Convention of the Southeastern Psychological Association (24th, Atlanta, Georgia, March 15-18, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Androgyny, *Clinical Diagnosis, Mental Health, Personality Assessment, Perspective Taking, *Psychotherapy, Research Projects, *Role Perception, *Sex Differences, *Sex Stereotypes, Undergraduate Students

The effects of three major variables the perceived sex of the evaluatee, the sex of rater, and the sex-role identity of rater were investigated with respect to conceptions of psychological health. The Bem Sex Role Inventory and the Sex Role Stereotype Questionnaire were administered to 222 undergraduate students. Using the difference in the mean descriptions of the healthy adult male and female as the dependent measure, an analysis of variance procedure indicated that there was a significant interaction between the sex of rater and sex role identity variables, with the androgynous male group reporting the least discrepancy between the two descriptions. Further analysis of the data revealed that while the sex by sex role groups varied in the relative amount of difference between these two descriptions, in absolute terms all groups described the healthy adult male as significantly different from the healthy adult female. Implications of this research were discussed in relation to the existence of a perceptual double standard in conceptions of psychological health, in relation to the effects that information levels have on producing such a double standard, and in relation to the consequences of a perceptual double standard for sex-role stereotyping in psychotherapy. (Author)

ED 160 946 CG 012 894

Vaughan, Sandra L. And Others

Children's Monetary Evaluations of Body Parts as a Function of Sex, Grade, and Race.

Pub Date-Mar 78

Note-13p.; Paper presented at the Annual Convention of the Southeastern Psychological Association (24th, Atlanta, Georgia, March 15-18, 1978)

Available from-Sandra L. Vaughan, Department of Psychology, Georgia State Univ., Atlanta, Ga., 30303

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Age Differences, *Body Image, *Childhood Attitudes, Children, Human Body, Injuries, *Personal Values, Physical Characteristics, *Racial Characteristics, Research Projects, *Sex Differences

The present study reports ratings of seven body parts as a function of sex, age, and race of child. Subjects were 320 public school children. They were given a sheet of paper with pictures of seven different body parts, and were asked to select from a list of numbers a dollar value for each body part. The instructions suggested that they imagine a part of the body had been damaged in an accident. A multivariate analysis of variance indicated that females value their bodies less than males. There was a significant increase in the body evaluations from the third grade to the sixth grade. Black children placed a significantly higher dollar value on their body parts than did white children. (Author)

ED 161 146 EA 010 968

Cnudde, Charles F.

The Public Administration of the Public Schools: Complex Policy Models of Educational Achievement. Final Report.

Michigan State Univ., East Lansing. Center for Public Policy Analysis.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-76
Grant-NEG-00-3-0206
Note-137p.; Chart on page 57 may be illegible
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-*Academic Achievement, Educational Research, Elementary Secondary Education, School Responsibility, School Role, Socioeconomic Background, *Socioeconomic Influences, Statistical Analysis, Tables (Data)
Identifiers-Coleman (James S), *Coleman Report

Previous researchers, notably James Coleman, found that schools had very weak effects on student achievement and that socioeconomic factors had very strong effects. They made this discovery by measuring the effects of schools when socioeconomic factors were held constant, and they found negligible effects of schools. This study's hypotheses are based on the suggestion that Coleman's analyses may have ignored the dependence of school factors on socioeconomic level of parents. The study tested policy models of educational achievement that include the following types of complexities: the dependence between school and background variables, nonlinear effects of one or more independent variables on performance, and differential levels of measurement error leading to differential bias in the estimates of effects from independent variables. To test the hypotheses, the Coleman data were used in linear regression equations in which achievement scores are dependent on different combinations of independent variables. The findings indicate that school characteristics are dependent on the socioeconomic backgrounds of the families of the students. This suggests that school effects may be much stronger than previously believed but may themselves depend on the socioeconomic backgrounds of their neighborhoods. This analysis suggests the need for a return to research on which aspects of school practices lead to higher achievement results. (Author/JM)

ED 161 216 EC 112 354

Moss, Marcia W.

Pro-Child: A Child Abuse and Neglect Program. Final Report.

Arlington County Dept. of Human Resources, Va.

Pub Date-77

Note-55p.; Print is marginal and may not reproduce well in hard copy; For related information, see EC 112 355

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-*Child Abuse, Child Advocacy, *Community Programs, Community Resources, Family Problems, Identification, *Neglected Children, *Prevention, *Program Descriptions, *Therapy

Identifiers-*Pro Child Project

The report describes the Pro-Child Project, a program designed to reduce the incidence of child abuse and neglect in Arlington County, Virginia. Program objectives are noted to include public awareness development, identification and treatment of abusive and neglectful families, and coordination and expansion of community resources. Sections cover a chronological description of the program; model program components (including community and professional education, legislation and policy, and treatment services); evaluation; and conclusions/recommendations. Also included are sample newsletters, program descriptions, letters, forms, and guidelines. (SBH)

ED 160 878 CE 018 353

Instructor's Manual for Electrical Apprentice Technical Training. Series No. A (First Year). Revised to Meet 1978 Electrical Code.

North Carolina State Dept. of Community Colleges, Raleigh.
Pub Date-78
Note-208p.; Not available in hard copy due to faint print in original document; For related documents see CE 018 350-360
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Apprenticeships, Curriculum Guides, *Electrical Occupations, *Electricity, Learning Activities, Lesson Plans, Postsecondary Education, Technical Education, Trade and Industrial Education, Worksheets

Thirty-six lesson plans for the first of a four-year electrical apprentice technical training program are presented in this instructor's manual. Also included are student worksheets and information sheets for each lesson, and copies of unit tests. (Answers to the worksheets and tests are provided.) The lesson plans are generally organized into four steps: introducing the lesson, presenting the lesson (e.g., demonstration), student application (use of worksheets), and checking and follow-up (checking answers to worksheets). Some of the lesson topics are tools and equipment, introduction to electricity, electromotive force, combination currents, voltage drop, cable assemblies, electrical metallic tubing, cabinets and cutout boxes, fluorescent lighting, and blueprint reading. (Student worksheets and information sheets are also available separately CE 018 354. Other related documents, CE 018 350-360, include a basic mathematics review, jobsite supervisor's manual, and instructor's manuals and worksheets for the other three years of the program.) (JH)

ED 160 898 CE 018 483

Corvalan, Oscar, V

Vocational Training in Latin America: A Comparative Perspective. Monographs on Comparative and Area Studies in Adult Education.

British Columbia Univ., Vancouver. Center for Continuing Education.; International Council for Adult Education, Toronto (Ontario).

Pub Date-77

Note-112p.

Available from-Centre for Continuing Education, The University of British Columbia, Vancouver, B.C., Canada V6T 1W5 ($5.00)

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors-Adult Education, Business Education, Comparative Analysis, *Developing Nations, Educational Planning, Educational Problems, Financial Support, Industrial Training, *Job Training, Labor Education, Manpower Development, *National Programs, *Nonformal Education, State Programs, Technical Education, Technical Institutes, Traditional Schools, Vocational Education, *Vocational Training Centers

Identifiers-Latin America

The purpose of this book is to describe and analyze the major vocational training institutions of Latin America, from the educational planner's point of view, in order to map the terrain in this field and propose some guidelines useful to planners. The first two chapters discuss some conceptual problems related to the field of non-formal education and present the major characteristics of the most important vocational training institutions in Latin America. Chapter 3 analyzes their organizational aspects, activities, and relationship to formal systems of education. Chapter 4 presents a discussion of the various patterns of financing vocational training and formal schooling in Latin America, as well as describes the factors to be considered in the implementation of vocational education policies for adults and young people in Latin America. Finally, a few conclusions are presented concerning the possibilities and limitations of the implementation of non-formal education programs generally. (CSS)

ED 160 971 CG 012 929

Krasner William And Others

Victims of Rape.

National Inst. of Mental Health (DHEW), Bethesda, Md.
Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md. Div. of Scientific and Public Information.
Report No.-DHEW-ADM-78-485
Pub Date-77
Grant-MH 21304
Note-35p.; Parts may be marginally legible due to print quality
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402 (Stock no. 017-024-00683-1)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Crime, Criminal Law, *Emotional Experience, *Individual Characteristics, Medical Services, Police, *Rape, Research Projects, *Social Attitudes, *Social Services

A scientific, multidisciplinary examination of the social and psychological effects of rape upon female victims is presented, which is then correlated with: (1) the circumstances that surrounded the rape; (2) the victim's personality and social adaptation before she was raped; and (3) the support available from organizations and people who were important to her. The events that occur as the victim passes through the criminal justice system and the effects that they have on her mental health and adjustment are also explored. Such variables as age, race and income are focused upon, as well as the problems, patterns, and details of rape for child, adolescent, and adult victims. It is suggested that the long term effects of rape may be more important than the immediate ones, and that further research be conducted to continue the process of demystifying the meaning of rape and its multifaceted impact on the victim. (Author/KA)

ED 161 016 CS 004 450

Reading Instruction: Preschool and Elementary: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' July through September 1978 (Vol. 39 Nos. 1 through 3).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date-78
Note-19p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Annotated Bibliographies, Auditory Training, *Beginning Reading, *Doctoral Theses, Educational Objectives, Elementary Education, Miscue Analysis, Music, Preschool Education, *Reading Achievement, *Reading Instruction, Reading Materials, Reading Programs, *Reading Research, Stereotypes, Teacher Attitudes, *Teaching Methods, Tutoring
Identifiers-Reading Attitudes

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 25 titles deal with a variety of topics, including the following: learning outcomes produced by single- and multi-grade primary classrooms; the effect of sex-role stereotyped picture books on children's behavior; word recognition and decoding acquisition in beginning readers; content of reading materials with respect to comprehension questions, treatment of the aged, and portrayal of story characters as readers; a measure of attitude toward reading; the impact of objectives-based reading systems; the relationship between modality preferences and types of initial reading programs used; the relationships between reading achievement and factors related to teacher-pupil control behavior, objective-based approaches, teaching styles, and teacher preferences and attitudes; teachers' responses to oral reading miscues; the effects of cross-age tutoring on tutors and tutees; the development and evaluation of a defined minimum skills reading program; symbolization deficits among elementary school pupils; the effect of a kindergarten auditory skills program on first grade reading acheivement; and the effects of music on affective and cognitive development. (GW)

ED 161 083 CS 204 478

Bilingual, Bicultural, and Bidialectal Studies Related to Reading and Communication Skills: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' July through October 1978 (Vol. 39 Nos. 1 through 4).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date-78
Note-14p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-American Indians, Annotated Bibliographies, *Bilingual Education, *Bilingualism, Black Dialects, Black Students, College Students, *Doctoral Theses, Elementary Secondary Education, English (Second Language), Hebrew, Language Development, *Mexican Americans, Miscue Analysis, *Nonstandard Dialects, Oral Reading, *Reading Research, Spanish Speaking, Teacher Attitudes

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 17 titles deal with the following topics: first- and second-language oral reading of Mexican-American children; language development of Chicano and Anglo kindergarten children; teachers' perceptions of black dialect; elements of Mexican-American culture in three Spanish/English bilingual programs in Texas; the development of reading materials for Navajo students; auditory discrimination and echoic production in black speakers of Black English and standard English; guidelines for English as a second language in Navajo/English bilingual education; the relationship between Hebrew and English reading achievement in a bilingual program; the effects of students' dialect and ethnicity on teacher candidates' expectations for students; the effect of bilingual instruction on achievement and self-esteem of Mexican-Americans; reading miscues of Spanish-speaking children; characteristics of Spanish surnamed pupils limited and not limited in English speaking ability; the speech of black adults in Columbia, South Carolina; teacher attitudes and behavior toward black dialect speakers; the effect of the Maine Down East Dialect on reading; the effects of standard and nonstandard English on the communication process; and mass media habits and attitudes of Mexican-American college students. (GW)

ED 161 125 EA 010 938

Sayers, Susan

Effective Groups: Guidelines for Participants. Keys to Community Involvement Series: 9.

National School Public Relations Association, Arlington, Va.; Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Jan 78

Contract-400-76-0025

Note-23p.; For related documents, see EA 010 930-944

Available from-National School Public Relations Association, 1801 North Moore Street, Arlington, Virginia 22209 ($2.00; $24.00 for set of 15 Keys; discounts available; payment must accompany order)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Citizen Participation, *Communication Skills, *Community Involvement, Group Activities, *Group Dynamics, *Group Relations, Individual Needs, Interpersonal Competence, *Organizational Effectiveness, Responsibility

This booklet is written for anyone who is a member of a group and who, by personal behavior, wants to influence the group toward productive and satisfying ends. The contents of the booklet are divided into three sections. In the first section information is presented on the needs a person brings to a group needs for feeling included, having power, and giving and receiving affection. The second section gives guidelines for communication skills, speaking for yourself, dealing with differences, and maintaining openness. The final section briefly describes four stages of small-group development and suggests ways to assist the group to operate effectively. (Author/MLF)

ED 161 167 EA 010 991

Coleman, Peter

Une Recette d'Apprentisage: Administrator Accountability and the Correlates of Student Achievement.

Pub Date-Apr 78

Note-49p.; Paper presented at the Annual Conference of the Quebec Association of School Administrators (Quebec City, Quebec, April 1978)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Academic Achievement, Administrator Responsibility, *Educational Accountability, Educational Research, Elementary Secondary Education, Evaluation Criteria, Productivity, *Program Evaluation, Program Improvement

Every program evaluation should provide formative as well as summative data; evaluators should tell educators more about the causes of program failure and less about the consequences. Evaluation should address itself primarily to program improvement rather than to program assessment. Such an emphasis has been previously impossible since little has been known about the variables affecting the acquisition of knowledge by students. Recent research, however, has uncovered a number of variables affecting learning in schools that can be assessed when doing program evaluation. These variables can be arranged into a systems model. In this model, goals, objectives, program design, teacher characteristics, and student characteristics constitute major inputs; teaching and learning styles and methods and student-teacher interactions constitute major process elements; and short- and long-term results constitute the outputs of the system. Activities in the St. Boniface School District exemplify ways in which these variables can be used in program development. An attempt is made to periodically assess each variable over several years and use the data in controlled small-scale experiments attempting to find ways to maximize learning. (Author/JM)

Conner, Maurice W.
New Curricular Connections. The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9.
American Council on the Teaching of Foreign Languages. New York, N.Y.
Pub Date-77
Note-27p.
Available from-Not Available Separately; See FL 009656
Document Not Available from EDRS.
Descriptors-College Language Programs, Elementary Secondary Education, Higher Education, Instructional Innovation, *Intensive Language Courses, *Interdisciplinary Approach, *Language Instruction, *Language Programs, *Learning Activities, Modern Language Curriculum, *Second Language Learning, *Study Abroad, Teaching Methods
Identifiers-Language Camps, Language Festivals, *Nontraditional Programs

Some of the possibilities for taking language learning and instruction into the larger classroom of the school, the community, and the world are considered. Programs conducted within the school or college campus but outside of the usual classroom include intensive language courses and interdisciplinary courses. A step farther from the traditional classroom are language camps, language festivals, and ethnic festivals; still farther removed are the various types of programs abroad. An attempt is made to determine how these new curricular connections promote language learning. Suggestions are offered as to how foreign language teachers might integrate "extra" classroom instruction into their own programs. Several conclusions about the nontraditional programs are presented. It is suggested that although intensive foreign language courses are more prevalent at the college level, there is no reason why they could not be effective at the secondary level. Interdisciplinary programs involving foreign languages are on the increase in this country. Language camps have become an increasingly popular way of providing students with linguistic and cultural immersion, and although language festivals and ethnic festivals are often thought of for their motivational purpose alone, they function as sites for language learning. Lengthy periods of study abroad are out of the reach of many students because of the expense involved, but short-term study-abroad programs continue to flourish. (SW)

ED 161 038 CS 204 406

Day, Robert, Ed. Weaver, Gail Cohen, Ed.

Creative Writing in the Classroom: An Annotated Bibliography of Selected Resources (K-12).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Contract-400-75-0029
Note-122p.
Available from-National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 09284, $4.75 member, $5.50 non-member)
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-*Annotated Bibliographies, *Composition (Literary), *Creative Writing, Drama, Elementary Secondary Education, Fiction, Poetry, *Resource Materials, *Teaching Techniques, *Theories
Identifiers-Information Analysis Products

This bibliography annotates over 700 books and articles published from 1950 to 1976 that discuss the teaching of creative writing in the elementary and secondary classroom. It is intended to enable teachers to locate a variety of materials to aid in planning teaching approaches and techniques and to help teachers and students pursuing studies on the teaching of creative writing to learn about relevant research studies and teaching trends. The entries are divided into four categories: theory (the value of creative writing, teacher- and classroom-related factors, and research findings); practice (teaching the writing process, teaching poetry writing, teaching fiction and drama writing, and materials for student use); results (responding to student work and publishing student work); and special resources (anthologies of student work, magazines that publish student work, writing contests, and other resources). The bibliography is indexed both by author or editor and by subject. (TJ)

ED 161 061 CS 204 445

McCreadie, Marsha
The Celluloid Critic and the Student of Composition.
Pub Date-78
Note-8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (29th, Denver, Colorado, March 30-April 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Composition Skills (Literary), *English Instruction, *Film Criticism, Films, Higher Education, *Literary Conventions, *Literary Criticism, Rhetorical Criticism, *Teaching Techniques

Using great literature to clarify and to improve students' writing is like using the unknown-literature to explain the only slightly less unknown the writing of compositions. An alternative is to study films to foster an awareness of technique, for films contain many of the same rhetorical and structural devices as literature. It is possible to focus attention in film discussions on devices also found in literature, such as theme, narrative organization of time and space, development and presentation of flat and round characters, point of view, use of mood and atmosphere, and symbolism. Specific films may be used to make the connection between film study and student writing, or clips and stills may accomplish the same purpose with less cost. In addition, film critics may be studied as students become aware of differences in critical schools, points of view, and styles of critical writing. (TJ)

ED 161 190 EC 112 318

Geller, Sanford E.

The Behavioral Treatment of Obesity in Adolescent Boys.

Pub Date-Nov 77
Note-35p.; Paper presented at the Annual Meeting of the American Association of Psychiatric Services for Children (Washington, D.C., November, 1977); Print on some pages is marginal and may not reproduce well in hard copy
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Behavioral Science Research, *Behavior Change, *Body Weight, *Contingency Management, Exceptional Child Research, Secondary Education, *Special Health Problems

Two adolescent boys with a history of rapidly increasing obesity participated in a behavioral weight reduction program. The multi-dimensional treatment package consisted of those behavioral techniques most often shown to be effective in treating obese adults (programed behavior management and stimulus control instructions, self monitoring of daily weight and caloric intake, exercise and nutritional counseling, therapist social reinforcement, and token reinforcement). While the program was not effective in reversing the increasing obesity it was successful in reducing the rate of the weight gain. During the treatment phase the Ss average monthly weight gain was markedly reduced compared to baseline averages, and lower than the rate expected for children this age. (Author)

ED 160 859 CE 018 187

Richardson, Penelope L. And Others

Lifelong Learning and Public Policy.

Office of the Assistant Secretary for Education (DHEW), Washington, D.C.
Pub Date-Feb 78
Note-81p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01847-1)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Adult Education, Community Programs, *Continuous Learning, Demonstration Programs, Educational Change, Educational Finance, Educational Gerontology, *Educational Opportunities, Federal Aid, Federal Legislation, *Federal Programs, Federal State Relationship, Labor Education, Older Adults, Post Secondary Education, Program Coordination, *Public Policy, Research, State Programs, Urban Youth, Womens Education
Identifiers-Lifelong Learning Act

This report, prepared by the Lifelong Learning Project at the request of the Assistant Secretary for Education, focuses on the adult years of lifelong learning. An executive summary precedes the report and summarizes its main findings. For example, it is reported that the federal government has provided only a fraction of its financial support for learning opportunities for adults over traditional college age. Part 1 of the report defines lifelong learning and describes the elements of a society concerned with learning. Lifelong learning is described as the process by which individuals continue to develop their knowledge, skills, and attitudes over their lifetimes. The second part analyzes federal, state, and local relations in lifelong learning and recommends federal activities in research, demonstration, and coordination at each level. Part 3 applies the lifelong learning perspective to four groups of learners: workers, urban youth, women, and older adults, and recommends some federal roles in improving lifelong learning for these groups. Four appendixes contain the findings of Congress, sources of education and learning in the U.S.A., the Lifelong Learning Act, and the Lifelong Learning Project papers. (CSS)

ED 160 947 CG 012 895

Keller, Barbara Bledsoe Bell, Richard Q.

The Influence of Child Person-Orientation on Adult Method of Eliciting Moral Behavior.

Pub Date-30 Mar 78

Note-9p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (49th, Washington, D.C., March 30, 1978); Best Copy Available

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Behavior Patterns, *Child Rearing, Developmental Psychology, Human Relations, *Interaction, *Moral Development, Parent Child Relationship, Personality Development, Research Projects, *Social Development, *Socialization

The possibility that child behavior could affect parental choice of socialization technique was examined. Girls, age nine, (N 3) were trained to act high and low in person-orientation, and served as confederates. Female college students (N-24), who were unaware that the children were trained, each participated in one session. Results demonstrated that experimentally induced variations did affect adult socialization techniques in a situation involving moral behavior, and that child effects cannot be dismissed as minor influences in the interactive system of adult and child. (Author/KA)

ED 160 995 CS 004 418

Reading in the Content Areas: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' January through June 1978 (Vol. 38 Nos. 7 through 12).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date-78
Note-13p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Advance Organizers, Annotated Bibliographies, *Content Reading, *Doctoral Theses, Elementary Secondary Education, Foreign Students, Graphic Arts, Higher Education, Problem Solving, *Readability, *Reading Comprehension, Reading Difficulty, Reading Improvement, Reading Instruction, Reading Level, *Reading Materials, *Reading Research, Reading Skills, Technical Occupations

This collection of abstacts is part of a continuing series providing information on recent doctoral dissertations. The 16 titles deal with the following topics: a comparison of social science textbooks with student reading levels; the correlation between eighth graders' reading ability and their comprehension of content textbooks; the effects of nonprose textual characteristics upon short-term recall; using graphic arts in teaching secondary reading skills; readability of technical vocabulary in social studies materials as comprehended by Mexican American and non-Mexican American students; the effectiveness of problem-solving reading materials on reading comprehension; the effects of an advance organizer on fifth grade social studies comprehension; a comparison of two definitions of the purpose of reading in relation to language functions; reading difficulty in world history textbooks; relationships between skill development and reading comprehension in disadvantaged students; reading task difficulty and beginning office jobs; comprehension of information in picture-text amalgams; a comparison of the reading levels of automotive mechanics with repair manuals; advance organizers and learning and retention of biology; reading comprehension and the symbols and structures of mathematical English; and reading comprehension and social studies content. (MAI)

ED 161 105 CS 502 259

Brack, Harold A.

George H. Morrison A Scottish Edwardian Preacher?

Pub Date-Nov 78

Note-20p.; Paper presented at the Annual Meeting of the Speech Communication Association (64th, Minneapolis, Minnesota, November 2-5, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Audiences, Biblical Literature, *Clergymen, *Communication (Thought Transfer), Communication Skills, Moral Issues, *Persuasive Discourse, Prose, Public Speaking, Religion, Rhetoric

Identifiers-*Morrison (George H)

Unique in its communication effectiveness, the preaching style of George H. Morrison cannot be defined according to a particular communication classification system. Morrison's preaching reflected his deep concern for the individual person through simplicity of language, certainty of word choice, confident assertion of Scripture, and careful poetic phrasing. This same high regard for his audience appeared in his loving presentation of the truth no matter how controversial the issue, in the absence of contempt for others in his sermons, in his attempts to lead his listeners from their own interests to a broader perception of Christian concern, and in his cultivated ability to preach directly to his audience without the use of notes. Morrison's preaching was further strengthened and distinguished by his integration of Biblical texts, supported by a sound theology and his own insights into the social, individual, technological, and political issues of his day. (MAI)

ED 161 217 EC 112 355

Moss, Marcia W.

Pro-Child: A Child Abuse and Neglect Program. Supplement to the Final Report.

Arlington County Dept. of Human Resources, Va.

Pub Date-78

Note-59p.; Print is marginal and may not reproduce well in hard copy; For related information, see EC 112 354

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-*Child Abuse, Child Advocacy, *Community Programs, Family Problems, *Neglected Children, *Prevention, *Program Descriptions, Therapy

Identifiers-*Pro Child Project

The supplement to the final report outlines the Pro-Child Project of Arlington County (Virginia) designed to provide protective and preventive services to neglected and abused children and their families. Twelve sections cover the following program areas: community context; project history; summary activities for each of 3 years; organization and staffing; project components (including community education, professional education, case management and review, and court case activities); implementation/operation problems (in such areas as staffing, acceptance and termination of cases, and development of a 24-hour hotline); future plans; project goals (including to strengthen family functioning wherever possible and therefore reduce inappropriate placements); project management and worker satisfaction; analysis of client data; community impact; and resource allocation and service volume and costs. (SBH)

ED 161 278 FL 009 794

Oller, John W., Jr. Perkins, Kyle
Language in Education: Testing the Tests.
Pub Date-May 78
Note-142p.
Available from-Newbury House Publishers, Inc., 54 Warehouse Lane, Rowley, Massachusetts 01969 ($4.95)
Document Not Available from EDRS.
Descriptors-Achievement Tests, Biculturalism, Bilingual Education, Cloze Procedure, *Educational Testing, Intelligence Quotient, Intelligence Tests, Language Ability, *Language Proficiency, *Language Tests, Personality Tests, Predictive Ability (Testing), Predictive Validity, Psychological Testing, Student Testing, Test Bias, Test Construction, Testing, Test Interpretation, *Test Reliability, *Tests, *Test Validity

This book addresses the question of what tests are measures of. Intelligence, achievement, and personality tests not based on empirical investigation have questionable validity. Some researchers now suspect that almost all tests given to students in all subjects, as well as general tests of intelligence and personality, are essentially language tests. This book is a first step in the investigation of language proficiency as a factor in educational tests. Five researchers discuss: (1) the importance of language proficiency to IQ and other educational tests (John W. Oller, Jr.); (2) content similarities between intelligence, achievement, personality and language tests (Bjarni Gunnarsson); (3) cloze and dictation tasks as predictors of intelligence and achievement scores (Thomas A. Stump); (4) relationships between oral and written cloze scores and achievement test scores in a bilingual setting (Virginia Streiff); and (5) language proficiency as a source of variance in self-reported effective variables (John W. Oller, Jr. and Kyle Perkins). This book can be used in courses on counseling and guidance, educational measurement, the psychology of language, educational linguistics, and language testing. It also has relevance to the problems of bilingual/bicultural education and multilingualism. Tests cited and references are appended. (Author/NCR)

ED 160 741 CE 016 574

Hole, F. Marvin Byrd-Bredbenner, Debra Carol

Coordinated In-Service Activities for Health Occupations Teachers in Central Pennsylvania. Final Report. Vocational-Technical Education Research Report. Health Occupations, Monograph Number 8. Volume 16, Number 2 (Departmental Classification Number).

Pennsylvania State Univ., University Park. Div. of Occupational and Vocational Studies.

Spons Agency-Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.

Pub Date-Jun 78

Note-304p.; Due to poor print quality, some pages in this document, along with the photographs, will not reproduce well; For a related document see ED 156 837

EDRS Price MF-$0.83 HC-$16.73 Plus Postage.

Descriptors-Clinical Experience, Curriculum Development, Demography, Dental Assistants, *Educational Coordination, Evaluation Methods, *Health Occupations Education, *Inservice Programs, Post Secondary Education, Regional Programs, Secondary Education, Teacher Certification, Teacher Characteristics, *Teacher Education, *Teacher Improvement, Teacher Programs, *Teachers, *Teacher Workshops, Teaching Experience, Teaching Methods

Identifiers-Pennsylvania

Three workshops were held in 1977 in central Pennsylvania to provide a coordinated effort to improve and expand the knowledge of health occupations teachers on the secondary and postsecondary levels. Each workshop provided five days of concentrated learning activities in one of the following areas: methods of instruction for health occupations teachers, evaluation in health occupation education, and dental-assisting activities for health occupations teachers. The participant preservice and inservice teachers attended sessions designed to provide them with up-to-date information on health occupations education; with continuity of effort in Pennsylvania health occupations programs; with methods for improving instruction and developing, designing, and evaluating courses; with guidelines for new and emerging clinical experience activities; and with the background to meet certification requirements. Based on surveys of the demographic characteristics and workshop evaluations of the participants, it was found that: (1) while a majority had experience in nursing, few had experience in other fields of health occupations education; (2) a majority held teaching certificates and usually were certified to teach more than two subject areas; (3) a majority planned to implement or had already used information gained at the workshops; and (4) generally the workshops were worthwhile, open, and effective. Future inservice activities of this type were recommended. (ELG)

Rice, Eric Etheridge, Rose

The Testing of Selected Strategies to Eliminate Sex Bias in Vocational Education Programs. Final Report. Volume I. Final Technical Report.

System Sciences, Inc., Chapel Hill, N.C.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
Pub Date-77
Grant-300-75-0258
Note-107p.; Not available in hard copy due to faint print in original document; For related documents see CE 016 860-861, CE 016 881-882, and CE 016 885
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Administrator Attitudes, Change Strategies, Community Programs, Curriculum Development, Curriculum Evaluation, *Educational Assessment, Educational Needs, *Educational Strategies, Information Needs, Instructional Materials, Needs Assessment, Program Effectiveness, Research Needs, Resource Materials, Secondary Education, *Sex Discrimination, *Sex Stereotypes, State of the Art Reviews, State Programs, Student Attitudes, *Vocational Education

A study was conducted to identify, develop, and evaluate alternative strategies which vocational educators could employ with students, teachers, and/or administrators to eliminate and prevent the restrictive influences of sex stereotyping and sex bias on the interests, attitudes, occupational expectations, and training offered to secondary school students of both sexes. Using a three-phase methodology (an assessment of the state-of-the-art, a survey of vocational administrators' needs, and the development and evaluation of student curricular strategies), it was found that (1) state and local programs are in initial development stages; (2) information needs exist in the following areas: curricular materials for all students, teacher and administrator inservice and resource materials, program development information, and program implementation information; (3) curricular strategies and staff-created curricular materials have significant impact on student awareness, attitudes, and knowledge about sex bias; and (4) need exists for further research on the elimination of sex bias in vocational education. At the conclusion of the study, six products were published: this final technical report; an executive summary (CE 016 885); an administrator manual, entitled ``Strategies to Eliminate Sex Stereotyping and Sex Bias'' (CE 016 860); and three sets of student materials, entitled ``Eliminating Sexism: Rewriting the Scripts'' (CE 016 861), ``Sex Stereotyping, Bias and Discrimination in the World of Work: A Student Workbook'' (CE 016 881), and ``In Search of a Job: A Simulation Activity in Occupational Decision-Making'' (CE 016 882). (Author/ELG)

ED 160 775 CE 017 540

Davis, Duane Lester

Analysis of Factors Related to Attitudes toward Supervised Occupational Experience Program Record Keeping among Agricultural Education Undergraduates at Iowa State University.

Pub Date-78

Note-119p.; Master's Thesis, Iowa State University

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Agricultural Education, Biographical Inventories, Higher Education, Masters Theses, Questionnaires, *Recordkeeping, Secondary Education, *Student Attitudes, *Supervised Farm Practice, Undergraduate Students, Vocational Agriculture, Work Experience Programs

Identifiers-Iowa State University

The purpose of this study was to identify factors influencing the attitudes of former agricultural students who are preparing to be vocational agricultural teachers toward supervised occupational experience (SOE) program record keeping. Agricultural education majors at Iowa State University during winter quarter, 1978, who had vocational agriculture in high school served as the population. A stratified random sample of 100 students (98 responded) was drawn from this population. A two-part questionnaire was developed to collect biographical data about the respondents and to determine how important students thought their SOE program record keeping was in developing record keeping abilities. The findings revealed similarities and differences among groups of students. Three of the findings were that significant difference existed among mean ratings for students grouped according to the number of hours per month devoted to instruction and work on SOE records in developing some record keeping abilities; similarities existed among means of students grouped according to the number of instructor SOE visits received per year; and no significant difference was found among mean ratings of students grouped according to their financial net worth at the time of their high school graduation and their perceived importance of SOE program record keeping. (JH)

Beaumont, Andre G. And Others

A Model Career Counseling and Placement Program.

College Placement Services, Inc., Bethlehem, Pa.

Pub Date-78

Note-354p.

Available from-College Placement Services, Inc., P.O. Box 2322, Bethlehem, Pennsylvania 18001 ($8.75)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Administrator Guides, Budgeting, Career Education, Career Exploration, *Career Planning, College Programs, Counseling Programs, Employment Interviews, Employment Services, Equipment, Experiential Learning, Facilities, Higher Education, Information Centers, Institutional Role, Job Development, Job Search Methods, Liberal Arts, Occupational Guidance, *Placement, *Program Administration, Program Descriptions, *Program Development, *Program Evaluation, Program Improvement, Public Relations, Recruitment, Staff Improvement, *Staff Role, *Undergraduate Students, Vocational Counseling, Vocational Followup

Developed as a guide for college administrators for establishing, improving, and evaluating career counseling and placement programs, this document describes specific activities for such programs under two categories: student-oriented activities and administrative and managerial activities. The student-oriented activities (Part I) cover the following areas: career counseling and planning for undergraduates; work as experiential education; career information centers; careers conferences; communications-public relations; placement counseling; job development; job listing/referral; on-campus interviews and recruitment; and follow-up and evaluation. The administrative and managerial activities (Part II) cover these areas: role and status of the career counseling/placement director and staff; position of the career counseling/placement function and the institutional structure; staff; professional development; facilities and equipment; budget; institutional support and commitment; legal implications; and ethical considerations. Included in the introductory information is a discussion of the conceptual framework for career counseling and placement and its significance to colleges and universities with large student enrollments in the liberal arts. Some of the appended materials (which comprise most of the document) include descriptions of summer orientation programs, career planning and search technique seminars, computer-based guidance systems, and test-taking skills workshops. Also appended are examples of promotional brochures, evaluation forms, questionnaires, and other related forms and materials. (BM)

ED 160 809 CE 017 825

Phipps, Lloyd J. And Others
Course of Study: Citizens' Advisory Councils in Education.
Illinois Univ., Urbana. Rurban Educational Development Lab.
Note-229p.; Colored pages may not reproduce clearly
Available from-Rurban Educational Development Laboratory, 357 Education Building, University of Illinois, Urbana, Illinois 61801 ($2.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Adult Education, *Advisory Committees, Audiovisual Aids, Citizen Role, *Community Involvement, Community Surveys, Consultants, *Course Descriptions, Curriculum Guides, Educational Assessment, Educational Objectives, Group Dynamics, Meetings, Organization, Post Secondary Education, Problem Solving, Public Schools, Resource Materials, Secondary Education, Student Evaluation, Teaching Techniques, *Vocational Education
Identifiers-Ad Hoc Groups, Charters, Illinois

This publication is composed of a series of teaching source units recommended to assist in the improvement of the quality of citizens' participation in local advisory councils or committees. The content is designed to be used by an instructor with a group of citizens who desire to become more knowledgeable about their role and function. The structure of the course of study provides an instructor with information about citizens' advisory councils by presenting ideas on teaching, evaluating, audio-visual aids, and recommended resources. Materials costs as well as the sources are included. The course, as presented in the document, is made up of five units: (1) nature of citizens' advisory councils, (2) formation procedures, (3) internal operations, (4) activities and operations, and (5) special citizens' advisory councils. Most units contain the following: concerns of the unit, student objectives, teaching techniques, audio-visual aids, anticipated problems and concerns, guides to solutions, sample teaching techniques, and evaluation techniques. These are followed by resources, references, and/or sources. There are twenty-two appendixes which are related to the units. (CSS)

Ely, Vivien King

Distributive Education Programs. A Program Information Publication.

Virginia Commonwealth Univ., Richmond.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Jun 78
Note-46p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01898-5)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Adult Education, Career Exploration, Career Planning, Cooperative Education, *Distributive Education, Distributive Education Teachers, Educational Objectives, Employment Level, Employment Opportunities, Employment Projections, Federal Legislation, Instructional Design, Job Skills, *Marketing, Performance Based Education, Post Secondary Education, *Program Development, Program Evaluation, School Community Relationship, Secondary Education, Skill Development, Teaching Methods
Identifiers-Distributive Education Clubs of America

Intended for reference use by vocational education decision makers, including chief school officers, administrative and supervisory personnel, and advisory councils, this publication contains information on topics to be considered before, during, and after establishing a program for distributive education. A section is devoted to each of the following subjects: (1) the employment field of marketing and distribution, focusing on job opportunities and the future occupational outlook; (2) guidance/career development, explaining career exploration and planning; (3) distributive education, covering its definition and relationship with other educational programs; (4) employment structure of the field of distribution, discussing the four job levels: entry, career sustaining, specialized, and entrepreneurial; (5) a list describing the twenty-three U.S. Office of Education Codes for distributive and marketing education which are intended to provide a framework for instruction and program planning; (6) instructional objectives for distributive education, identifying competency areas in marketing skills, product or service technology skills, social skills, basic education skills, and economic concepts of private enterprise; (7) the three primary methods of instruction: classroom, cooperative programs, and student projects; (8) Distributive Education Clubs of America (DECA); (9) organization of instruction for secondary, postsecondary, and adult levels; (10) relationships with the community, which aid the students in achieving their occupational objectives; (11) duties of distributive education teachers, including administrative and counseling functions; (12) the qualifications, education, and sources of teachers; and (13) federal legislation which affects vocational education and requires evaluation programs. (ELG)

ED 160 844 CE 018 139

Straub, Vicki W. Moore, Earl J.

Comprehensive Career Guidance. Career Guidance Curriculum. Staff Development K-6.

Georgia State Dept. of Education, Atlanta.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-77
Grant-G007500339
Note-191p.; Not available in hard copy due to reproducibility problems; For related documents see CE 018 130-144, CE 018 146-147, CE 018 150, CE 018 152, CE 018 154, CE 018 157-158, CE 018 161, CE 018 163, and CE 018 339
Available from-Vocational Education Materials Center, Room 124, Fain Hall, Division of Vocational Education, College of Education, University of Georgia, Athens, Georgia 30601 ($4.40)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Career Awareness, *Career Development, Career Education, Career Planning, *Curriculum Design, Curriculum Development, Educational Objectives, Elementary Education, Fused Curriculum, Guidance Programs, *Inservice Teacher Education, Instructional Materials, Interpersonal Competence, Leaders Guides, Learning Activities, *Occupational Guidance, Skills, *Student Evaluation, Teacher Workshops, *Teaching Skills
Identifiers-*Georgia Comprehensive Career Guidance Project

One of six staff development training manuals for career guidance infusion in the elementary school curriculum (K-6), this manual focuses on the curriculum design of a comprehensive career guidance program. It is divided into the following five major sections: (1) a list of the major goals and activities covered in the manual; (2) an overview chart displaying the goals, concepts, time, process, and instructional mode of each activity; (3) specific directions for each activity, including objectives, preparation requirements, and materials/equipment requirements; (4) leader's summaries presenting the background information needed to lead the activities; and (5) participant worksheets and handouts which, in this manual, include a list by grade level of all the objectives and competencies identified by the Georgia Comprehensive Career Guidance Project and organized under three domains (interpersonal effectiveness; work and life skills; and life career planning). (See CE 018 130 for the final report of this project.) The four major goals covered by this manual include the following: an awareness of how career development will affect the participants' personal educational setting; an overview of a comprehensive career development system for the elementary school; the skills needed in utilizing a comprehensive rating scale for evaluating student outcomes; and the skills needed in developing activities to meet career development objectives. In addition to the other five staff development training manuals (CE 018 140-44), a career guidance methods guide for grades K-6 (CE 018 137) is available. (BM)

ED 160 879 CE 018 354

Related Instructional Material for Electrical Apprentice Technical Training. Student Worksheets. Series No. A (First Year). Revised to Meet 1978 Electrical Code.

North Carolina State Dept. of Community Colleges, Raleigh.
Pub Date-78
Note-89p.; Not available in hard copy due to faint type in original document; For related documents see CE 018 350-360
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Apprenticeships, *Electrical Occupations, *Electricity, Learning Activities, Postsecondary Education, Technical Education, Trade and Industrial Education, *Worksheets

Information sheets and student worksheets for thirty-six lessons designed for a first-year electrical apprentice technical training program are presented in this workbook. The information sheets provide summary information about the lesson topics and the worksheets contain problems to be solved and questions to be answered relating to each lesson. Some of the lesson topics are tools and equipment, introduction to electricity, electromotive force, combination currents, voltage drop, cable assemblies, electrical metallic tubing, cabinets and cutout boxes, fluorescent lighting, and blueprint reading. (The instructor's manual containing lesson plans, unit tests, and worksheet answers is available as CE 018 353. Other related documents are CE 018 350-360.) (JH)

ED 160 921 CG 012 856

Kissler, Gary D.

Predicting Peer Evaluation of Scientists.

Pub Date- 77
Note-20p.
Available from-Dr. G. D. Kissler, Navy Personnel Research and Development Center (Code 302), San Diego, CA 92152

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Evaluation Methods, Government Employees, Job Skills, *Merit Rating Programs, *Peer Evaluation, *Personnel Evaluation, *Promotion (Occupational), Research Projects, Rewards, *Scientists

A sample of 103 government scientists was evaluated by panels of peers in regard to personnel action such as promotion. Analysis of information used by the panels and other data external to the process showed that peer ratings could be predicted accurately using only four variables: number of publications, honors and awards received, special assignments, and age. Six separate peer groups were compared across predicted peer ratings based on the cross-validated regression results above and no significant mean differences were found. A multivariate profile for promoted scientists suggested they were more recently educated, were lower in grade, had less time in grade, and had received more honors and awards than scientists who remained in grade. Some relationships between peer-ratings and performance-related measures were found to parallel similar results found by earlier researchers. Strengths and weaknesses of the peer rating system are discussed. (Author)

ED 160 972 CG 012 931

Garofalo, James Sutton, L. Paul

Compensating Victims of Violent Crime: Potential Costs and Coverage of a National Program.

Spons Agency-National Criminal Justice Information and Statistics Service (Dept. of Justice/LEAA), Washington, D.C.

Report No.-SD-VAD-5

Pub Date-77

Grant-75-SS-99-6029

Note-46p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402 (Stock no. 027-000-00643-4)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Criminal Law, *Estimated Costs, *Legal Costs, *National Surveys, *Program Planning, Research Projects

Identifiers-*Criminal Victims

Data generated from an ongoing national crime victimization survey and details about the circumstances and consequences of personal crimes form the basis for estimating the cost of a national program to compensate victims of violent crime. Victim compensation programs represent an attempt to rectify the neglect of the victim. Uncertainty about the potential costs of these programs has resulted in disinclination to enact such programs. Using the technique of victimization surveying, the National Crime Survey has produced a great amount of information that is relevant to projecting the cost of a victim compensation program. Although an anlysis of cost issues can be guided by features of existing State compensation programs, the NCS findings indicate that some of the restrictions in these programs are not relevant to the types of people most likely to be victimized. The estimates of the costs of such a national program to compensate victims of violent crimes are necessarily tentative, and range from $144 million to $261 million depending on the particular minimum loss criteria used. (BN)

Perry, Wayne D.

Collective Bargaining by Teachers: Issues and Evidence.

Rand Corp., Santa Monica, Calif.
Report No.-P-5934
Pub Date-Jul 76
Note-65p.
Available from-Publications Department, The Rand Corporation, 1700 Main Street, Santa Monica, California 90406 ($5.00)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Collective Bargaining, Economics, Educational Research, Elementary Secondary Education, Public School Teachers, Wages

Economic, managerial, and political policy issues are associated with public school teachers' collective bargaining. Current economic theories of unionism (public or private) indicate that many collective bargaining effects cannot be deduced from theories but are basically empirical questions. This study analyzed the economic literature and other relevant empirical works of public employees' unionization to identify those topics warranting additional policy-oriented research. The overwhelming majority of previous studies are econometric wage determination models for teachers. In general, these models find that teachers' unions do increase salaries slightly for union rather than nonunion teachers. However, the evidence relating to nonwage issues such as fringe benefits, educational finance, budgetary allocations, capital-labor substitutions, and bargaining processes is not adequate for derivation of educational policy implications. Preliminary empirical and methodological research strategies are discussed to provide a more structured understanding of collective bargaining in public education. (Author/JM)

ED 161 191 EC 112 319

Harris, Linda Hall Thompson, John L.

Goal Attainment Scaling: A Primary Method of Treatment and Program Evaluation in Project SAIL - A Special Education Dropout Prevention Program.

Minnetonka School District, Excelsior, Minn.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Sep 78

Note-74p.; Print is marginal and may not reproduce well in hard copy

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Counseling Goals, *Dropouts, *Emotionally Disturbed, Expectation, *Goal Orientation, *Individualized Programs, *Measurement Goals, Objectives, *Program Descriptions, Program Evaluation

Identifiers-Project SAIL

The manual discusses Project SAIL's (a special dropout prevention program) use of Goal Attainment Scaling as part of individualized education plans in the treatment of troubled adolescents and in overall program evaluation. The scaling is characterized as an explicit, respectful treatment contact through which the adolescent can learn to set realistic expectations, monitor progress, and achieve positive recognition for improvement. It is also defined as an instrument to provide a methodology for developing personalized, multi-variable, scaled descriptions which can be used for either counseling objective-setting or outcome measurement purposes. Project SAIL itself is described and background information regarding the scaling is provided. The actual goal setting process is explained, a sample goal attainment guide is provided, and 17 policy guidelines are identified. Examples of different types of goals are offered, as well as two case histories. The two stages in the goal scoring process are outlined and the program evaluation is discussed in terms of cross-program analysis, internal analysis, and content analysis. Additional hints and a conversion key are also included. (BD)

ED 161 241 FL 009 367

Health Vocabulary, 1966. Guide for Translation into the Language, Chinyanja, of the Host Country, Malawi.

Peace Corps, Washington, D.C.

Pub Date-66
Note-20p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Adult Education, Adult Programs, African Culture, African Languages, Bantu Languages, *Chinyanja, Dictionaries, Health Personnel, *Health Programs, *Instructional Materials, *Language Instruction, Languages for Special Purposes, Language Usage, Second Language Learning, Uncommonly Taught Languages, Verbs, *Vocabulary, Volunteers, *Word Lists
Identifiers-*Malawi

This vocabulary guide is an alphabetical listing of English words and their equivalent in Chinyanja. A general list of verbs is included, as well as commonly used expressions for planned conversation. The basic expressions are intended for use in learning the health needs and problems of the Malawi community. (NCR)

ED 161 298 FL 009 832

Keenan, Elinor Ochs And Others

Propositions across Utterances and Speakers. Papers and Reports on Child Language Development, No. 12.

Stanford Univ., Calif. Committee on Linguistics.
Pub Date-Dec 76
Note-18p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Child Language, Cognitive Development, *Cognitive Processes, *Discourse Analysis, *Language Development, *Language Processing, Language Research, Linguistic Competence, Pragmatics, *Psycholinguistics, Semantics, Sentence Structure, Speech, Structural Analysis, Syntax, Verbal Development
Identifiers-*Encoding (Language), Proposition (Language)

Two major strategies for linguistically encoding an idea or proposition are suggested. The first strategy involves encoding an idea in the space of a single utterance, while the second strategy conveys the proposition through a sequence of two or more utterances. The tendency has been to focus on discourse as a composite of sentences (the first strategy) rather than on its role as an alternative to the sentence. The extent to which speakers rely on one strategy or the other is both situation-specific and language-specific. It is proposed that languages may differ in the extent to which they use discourse for conveying a single proposition and that this is linked to communicative strategies employed by the language-learning child. The discussion focuses on the sequential strategy for encoding a proposition, from a functional perspective. First, the pragmatic functions performed by each utterance are evaluated, i.e. its role as an attention-getting device, an acknowledgment, etc. Second, the logical function of each utterance within the sequence is considered, i.e. its role as argument, predicate, modifier, etc. The findings demonstrate the importance of considering the proposition rather than the utterance as a natural unit and they provide an alternate measure for assessing the child's level of linguistic competence. (Author/NCR)

ED 160 899 CE 018 491

Amstutz, Donna D.

Adult Basic Education Sourcebook: Answers to Questions Commonly Asked by ABE/GED Instructors.

Spons Agency-Illinois State Office of Education, Springfield. Adult and Continuing Education Section.; Northern Illinois Univ., De Kalb. Graduate Studies in Adult Continuing Education.; Office of Education (DHEW), Washington, D.C.
Pub Date-Aug 78
Note-112p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-*Adult Basic Education, Adult Education, Daily Living Skills, *Educational Problems, *Educational Resources, English, Handicapped Students, *High School Equivalency Programs, Illiterate Adults, Information Sources, Learning Motivation, Mathematics, Media Selection, *Problem Solving, Reading, Remedial Programs, Sciences, Senior Citizens, Social Studies, Testing Problems

This manual suggests solutions to frequent questions of adult basic education (ABE) and General Educational Development (GED) teachers. The sourcebook is organized into six major sections. The first section, General Questions, includes a potpourri of questions. The other five categories are Reading, English, Mathematics, Social Studies/Science, and Special Clientele. A problem solving approach is used in the format. Each question has some or all of the following components: (1) Background'': information for those instructors who lack a background in the fundamentals of teaching reading, math, or English; (2) Suggested Activities'': instructional approaches relevant to the particular problem addressed; (3) Suggested Materials'': a guide to appropriate materials with names of publishing companies; and (4) Teacher Reference'': professional materials which provide more definitive answers or suggest other resources for exploration. A list of publishers and their addresses are found in Appendix D. (CSS)

ED 160 948 CG 012 896

Emmert, Dee E. Koss, Mary P.

Effect of Victim-Offender Relationship and Victim Resistance on Attributions of Rape.

Pub Date- 77

Note-9p.; Not available in hard copy due to marginal legibility

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Attribution Theory, Crime, *Legal Responsibility, *Rape, Research Projects, *Sexuality, *Social Attitudes, Socially Deviant Behavior, *Social Problems

The relationships between acquaintanceship, resistance, and perceptions of rape were examined. In a 2 x 2 x 2 factorial design, subjects were presented with a description of a situation in which the woman was forced to engage in sex. Four levels of acquaintance were included. In addition, the woman either strongly resisted her assailant, or acquiesced to his demands. Subjects were asked to make judgments about the man, the woman and the rape situation. The results revealed that subjects defined rape in terms of the level of resistance evidenced by the woman. The level of acquaintance did not affect the subjects' definition of the situation as rape, although it did affect their attitudes toward prosecution of the assailant. Finally, men and women differ in their use of the acquaintance and resistance dimensions in determining the severity of a situation when coercive sex has occurred. (Author)

ED 161 017 CS 004 453

Blair, Susan M.

An Implementation of a Functional Reading Program.

Pub Date-Mar 78
Note-9p.; Paper presented at the Annual Meeting of the Eastern Regional Conference of the International Reading Association (2nd, Hartford, Connecticut, March 2-4, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Curriculum Development, Elementary Secondary Education, Functional Illiteracy, *Functional Reading, Middle Schools, *Program Development, *Reading Instruction, *Reading Programs, *Reading Skills

A functional reading program, as distinct from the standard middle school reading program, specifically ensures that all students will acquire the reading skills necessary for survival in our society. Survival reading behaviors to be achieved include the ability to read labels on packages, to locate references in a newspaper, or to translate financial agreements such as sales slips. The material for the program must be interesting, pertinent, and stimulating. It must also include a range of ability levels. A specific plan of action has four steps: program definition, needs assessment, implementation, and evaluation. To assess needs, individual test scores are used. Implementation involves giving instruction in following directions, locating references, attaining personal development, gaining information, and understanding forms. After each instructional area is completed, students take posttests which indicate possible needed changes in presentation and instruction. (TJ)

ED 161 062 CS 204 446

Eckman, Martha

An Interdisciplinary Program in Technical Communications: Problems Encountered.

Pub Date-78

Note-11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (29th, Denver, Colorado, March 30-April 1, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Business Communication, *College Curriculum, *Communication Skills, Composition Skills (Literary), Credit Courses, Expository Writing, Higher Education, *Interdisciplinary Approach, *Sciences, Technical Reports, *Technical Writing, Technology

The need for experts in technical communication is growing significantly while the number of college graduates in the field accounts for less than one percent of the need. Three major types of problems should be considered in trying to establish a technical communication program: those involving society's need for better technical communicators, such as the enormously growing demand for students with a strong background in writing and in science and some background in technology; those involving the business community specifically, such as inadequate funding to provide training; and those involving the academic community specifically, such as departmental protectiveness or parochialism, the appropriate place in the curriculum for a technical communication course, flexibility to allow students to transfer from a different major to technical communication, and possible difficulty of approval by the state legislature. The enormous demand by society for trained persons and the high entry-level salaries make it desirable to establish such programs where possible. (TJ)

ED 161 126 EA 010 939

Jones, Diane

Group Progress: Recognizing & Removing Barriers. Keys to Community Involvement Series: 10.

National School Public Relations Association, Arlington, Va.; Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jan 78
Contract-400-76-0025
Note-32p.; For related documents, see EA 010 930-944
Available from-National School Public Relations Association, 1801 North Moore Street, Arlington, Virginia 22209 ($2.00; $24.00 for set of 15 Keys; discounts available; payment must accompany order)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Attendance, *Citizen Participation, Communication Skills, *Community Involvement, Conflict Resolution, *Group Dynamics, *Group Relations, *Meetings, *Organizational Effectiveness, Problem Solving, Responsibility

The information presented in this booklet is for group leaders, facilitators, and members, and outlines some typical barriers or problem situations groups encounter. These are (1) reluctance to assume responsibility for tasks, (2) a decline in attendance, (3) unproductive, time-consuming meetings, (4) lack of followup on decisions, (5) discussions that are dominated by a few members, and (6) conflicts among members. Several tactics and activities are presented to help groups limit or remove these barriers. (Author/MLF)

Coleman, Peter
School Boards as Policy-Makers.
Pub Date-Sep 78
Note-30p.; Paper presented at the Annual Metropolitan Fraser Valley Seminar of the British Columbia School Trustees Association (September 22-24, 1978); Appendix may not reproduce clearly
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Board of Education Policy, Board of Education Role, Decision Making, Decision Making Skills, Elementary Secondary Education, *Policy Formation, Political Power

Decision-making in general and policy decisions in particular are the prime responsibility of school boards because policies are control mechanisms by which trustees assert local control. Policy decisions differ from others in their concern with values and purposes and the legitimization of the organization to society at large. Additionally, they tend to be broad in scope and relatively permanent attempts to guide or regulate lower level decision-making. Rational models of decision-making in which policy-makers seek optimal alternatives amongst a wide range of choices are limited in application by practical issues such as time shortages. Conflict or political models are difficult to implement because finding the optimal alternative'' requires negotiating some consensus amongst pressure groups. One consequence of conflict models is to reduce significantly the role of expertise. In policy-making, boards need systematic ways of (1) identifying policy issues requiring attention, (2) prioritizing policy concerns, (3) arriving at decisions, (4) stating board policies, and (5) evaluating the effectiveness of policies. Boards with such skills and techniques are generally very effective at making policy decisions, and they provide excellent leadership in education. (Author/JM)

ED 161 260 FL 009 661

Enwall, Beverly M.

Responding to Today's Issues. The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9.

American Council on the Teaching of Foreign Languages, New York, N.Y.
Pub Date-77
Note-27p.
Available from-Not Available Separately; See FL 009656
Document Not Available from EDRS.

Descriptors-Career Education, *Curriculum Design, Financial Support, Higher Education, Information Dissemination, *Language Instruction, Language Role, Modern Language Curriculum, Professional Associations, Publicize, *Public Relations, *School Community Relationship, Secondary Education, Second Language Learning, Teacher Administrator Relationship, Teacher Attitudes, *Teacher Behavior

Current attitudes within the foreign language profession at large are assessed, and some attempts to meet the common problems are described. The need for promoting and improving a public image in all areas outside the profession and informing the community about foreign language educational goals is an overriding problem. In addition to publicity achieved through a wide variety of public events, more foreign language educators are seeking ways to have feature articles included in educational and trade journals. Foreign language teachers are also demonstrating greater aggressiveness in their immediate dealings with both guidance personnel and with administrators. More support to foreign languages needs to be given from within the profession itself; a positive action to deal with this problem is to provide more services to members and to identify activities which would make membership more attractive. Colleges and universities in some states play an important role in support of foreign languages by serving as communications centers and as focal points of activities in their region. Between the university and secondary schools and within the university community itself there exists a polarization of attitudes regarding curriculum content and future directions for foreign languages. Career education is occupying a growing place in foreign language curricula, and literature has been central to foreign language study. Directions of foreign language study, including the "back to basics" thrust, are discussed. (SW)

ED 161 039 CS 204 407

Behrens, Laurence

The Only Pre-Writing'' That Counts Motivation.

Pub Date-78

Note-9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (29th, Denver, Colorado, March 30-April 1, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Composition (Literary), *Composition Skills (Literary), English Instruction, Higher Education, *Learning Motivation, *Role Playing, *Student Attitudes, *Teaching Techniques

Identifiers-*Prewriting

One does not teach writing, one learns writing which is to say that the role of the teacher is to help the student learn by actually writing. However, crucial to writing is the preparatory step with which the teacher can help: motivation. That is, students who know why they are writing and to whom they are writing can write with an intensity not otherwise likely. A variety of role-playing tactics can be used in a composition class to help the student prepare to write. An assignment can be made as if the student were writing to his or her immediate supervisor justifying the existence of his or her job within a company. The student may pretend to be composing a mailer to a disinterested person asking that person for funds for a charitable society or to resubscribe to a magazine. He or she may pretend to be a politician defending a position, or a teacher recommending one textbook over another, or an applicant writing a personal statement to a personnel director, or any of a number of other roles which require some awareness of the motive of the writer and of the concern of the audience. This role-playing helps the student by creating that most important of all writing components, motivation. (TJ)

ED 161 218 EC 112 356

McCormack, James E., Jr.
Pro-Active Behavior Management.
Massachusetts Center for Program Development and Evaluation, Medford.
Pub Date-Jan 77
Note-11p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Behavior Change, *Contingency Management, *Positive Reinforcement, *Severely Handicapped

The paper outlines the basic tactics in pro-active behavior management, a behavior modification approach for use with severely handicapped students which reorders the staff/student relationship by focusing on positive interaction. Pro-active behavior management is noted to involve interruption of established behavior chains, environmental rearrangement, redirection, development of competing behaviors, and maximizing positive reinforcement. An example of the pro-active implementation sequence is given. (SBH)

ED 160 922 CG 012 857

Kissler, Gary D.
Nonprojective Analysis of nAch Among Male and Female Workers.
Pub Date- 75
Note-19p.
Available from-Gary D. Kissler, Navy Personnel Research and Development Center (Code 302), San Diego, California, 92152
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Achievement Need, Family Influence, Females, *Individual Needs, Males, *Motivation, *Personality, Research Projects, *Sex Differences, Social Psychology, Socioeconomic Status, Status Need

This study investigated possible sex differences in need for achievement (nAch) among 225 organizational employees as measured by a nonprojective questionnaire developed by Hermans (1970). Further, several hypotheses suggested by previous research were tested in an effort to explain sex differences in nAch. A significant difference between males and females was found, with females having the higher nAch mean. No support was found for the predictions that one's geographic background or the marital status of one's parents during childhood would affect nAch. It was found that subjects whose parents encouraged independence/achievement obtained a significantly higher mean nAch than subjects who received less parental encouragement in this area. The predicted nonlinear relationship between nAch and family responsibility, defined by examining categories based on the subject's age, number of dependents, and age of dependents, was found for females. Socioeconomic status showed a significant effect upon nAch for the total sample for males and a near significant effect for females. The means were in the predicted direction. (Author)

ED 160 996 CS 004 419

Wendell, Margaret M.

Motivating Linguistic Minorities for Reading through Local Authorship.

Pub Date-Aug 78

Note-37p.; Paper presented at the Biennial Meeting of the International Reading Association World Congress on Reading (7th, Hamburg, West Germany, August 1-3, 1978)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Adult Basic Education, *Composition (Literary), Cultural Background, *Developing Nations, Foreign Countries, *Intercultural Programs, Language Attitudes, Language Dominance, *Literacy Education, *Material Development, Minority Groups, Publications, Reading Interests, *Reading Materials, Reading Skills, Self Concept, Training Techniques

Identifiers-Writing for Publication

To counteract the lack of interest in reading prevalent among linguistic minorities, members of the Summer Institute of Linguistics (SIL) encourage the production of written literature by members of minority cultures. Any program of change must first take stock of such beliefs of preliterates as that learning to read is the same as learning a foreign language, reading is a magical means of acquiring prestige and wealth, and reading and writing belong only to the outside world. In addition, experiences with the Totonac people in Mexico point up the need for considering individuals' views about use of their mother tongue versus use of the official language and the effects of language choice on self-image. Minority cultures should proceed gradually from production of materials with entirely familiar content to production of translated materials. The way the Cuiva people of Colombia were taught to read shows that reading can be taught in a way that enhances a people, enabling them to study their own and others' values. Workshops held by SIL members have trained people in many countries in writing, typing, mimeographing, illustrating, and editing materials. Positive results have been noted with regard to reading and writing skills, self-image, and reaction of government officials. (GW)

ED 161 084 CS 204 480

Hillerich, Robert L.
A Writing Vocabulary of Elementary Children.
Pub Date-26 Sep 78
Note-295p.
Available from-Charles C. Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62717 ($13.75 cloth)
Document Not Available from EDRS.
Descriptors-Child Language, Creative Writing, Elementary Education, *Language Usage, *Vocabulary, Vocabulary Development, *Word Frequency, *Word Lists, *Written Language

Intended for teachers, authors, and publishers of children's educational materials, this book presents a list of words used by elementary school children in their creative or uncontrolled writing. The list is based on the writing samples of approximately 3,000 children, grades one through six, that were collected during a one-year period. Organized by grade level, the samples were selected randomly and all words were counted, including abbreviations, and contractions. The body of the book contains an alphabetical listing of the 7,357 different words used more than one time. Columns beside each word show the frequency of use of that word by grade level and by total usage. To facilitate a lexical count, all regular inflected forms are indented under the base form and the frequency of use is included. A list of words that were used only one time is appended. (MAI)

ED 161 106 CS 502 261

Drama and Oral Interpretation: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' January through June 1978 (Vol. 38 Nos. 7 through 12).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date-78
Note-13p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Acting, Annotated Bibliographies, Children, *Creative Dramatics, *Doctoral Theses, *Drama, Drama Workshops, Elementary Secondary Education, Higher Education, *Interpretive Reading, Legislation, Narration, Readers Theater, Self Concept, *Theater Arts, Verbal Communication
Identifiers-Audience Response, Corson (Hiram), Shakespeare (William)

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 16 titles deal with the following topics: an examination of inexperienced actors performing the plays of William Shakespeare; an investigation of the philosophies and practices of a summer theatre producer and manager; the effects of human focus drama on children; the Occupational Safety and Health Act applied to contemporary United States theatre; the effects of psychodrama on verbal skills; an analysis of young theatre audience response; identification and analysis of theatre competencies for high school theatre teachers; an adaptation of narrative fiction to readers theatre performance; drama and theatre in higher education; the reader-text relationship in the interpretive performance experience; effects of creative drama on specified content areas and self concept; a dramatic experience in a fifth grade classroom; educational theatre philosophy; a descriptive study of introduction to the theatre; the relationship between oral interpretation and literary concept; and a study of Hiram Corson: interpretive reader, English teacher, and literary scholar. (MAI)

ED 161 242 FL 009 524

Light, Richard L., Ed. Osman, Alice H., Ed.

Collected Papers in Teaching English as a Second Language and Bilingual Education: Themes, Practices, Viewpoints.

New York State English to Speakers of Other Languages and Bilingual Educators Association, New York.

Pub Date-78

Note-273p.

Available from-New York State ESOL and Bilingual Educators Association, Teachers College, Columbia University, Box 185, 525 West 120 Street, New York, New York 10027 ($5.00 per copy, $4.00 quantity price)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Biculturalism, *Bilingual Education, *Bilingualism, Classroom Communication, Community Involvement, Composition (Literary), Culture Conflict, Curriculum Development, Diagnostic Tests, Discourse Analysis, Elementary Secondary Education, *English (Second Language), Error Analysis (Language), Ethnic Groups, Ethnicity, Higher Education, Indochinese, Language Development, *Language Instruction, Language Programs, Learning Processes, Nonverbal Communication, Personal Growth, Poetry, Reading Instruction, Reading Skills, Refugees, Role Playing, *Second Language Learning, Sentence Combining, Silent Reading, Singing, Syntax, Teaching Methods, Vietnamese, Writing Exercises

Identifiers-New York

This volume contains the following papers: (1) Linguistics, TESOL, and Bilingual Education: An Overview,'' by J.E. Alatis; (2) TESOL: Meeting a Social Need,'' by M. Galvan; (3) Bilingual Education, TESL, and Ethnicity in New York State,'' by E.B. Nyquist; (4) Control, Initiative, and the Whole Learner,'' by E.W. Stevick; (5) Non-verbal Communication in the Classroom: A Frill or a Must?'' by C.J. Nine-Curt; (6) Discourse Analysis at the Intermediate and Advanced Levels of ESL: Language Control through Reading Drills,'' by A. Hilferty and A. Lezberg; (7) Teaching Composition at the Beginning Level: A Promising Approach,'' by R. Rainsbury; (8) A Capsule Course in ESL Composition for Adults,'' by G. Gallingane and D.R.H. Byrd; (9) Assessing Writing Ability of ESL College Freshmen,'' by D.M. Davidson; (10) Cottleston, Cottleston, Cottleston Pie: Poetry and Verse for Young Learners of English as a Second Language,'' by J.A. McConochie; (11) Hey Teacher! How Come They're Singing in the Other Class?'' by A.H. Osman and L. Wellman; (12) Reaching for the Child in the Adult: Role-playing in Language Learning,'' by M.E. Hines; (13) Language Programs for Southeast Asian Students: A Report on New York State,'' by P.C. DeLany and G.E. Van Hooft; (14) Breaking the Rules of the Classroom Game through Self-Analysis,'' by J.F. Fanselow; (15) ESL Teachers' Classroom Speech: Support for the L1 L2,'' by S. Gaies; (16) Should We Teach Children Syntax?'' by H. C. Dulay and M. K. Burt; (17) Language Learners' Errors: A Russian Example,'' by R.L. Light; (18) Language, Ethnic Boundaries, and Bilingual Education,'' by C.B. Paulston and R.G. Paulston; (19) Evaluation of Community Involvement in Curriculum Development in Bilingual Schools,'' by N.C. Gold; and (20) Reading, Meaning, and the Bilingual Student: Some Suggestions,'' by R.L. Allington. (AMH)

ED 160 776 CE 017 553

Quinn, Karen M. And Others
Module Development Handbook.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-77
Contract-NE-C-00-3-0077
Note-80p.; Some illustrative samples in the document may not reproduce well due to small print; For related documents see CE 017 551-552
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Classroom Materials, Feedback, Guidelines, Instructional Materials, Learning Activities, Learning Experience, *Learning Modules, *Material Development, Objectives, *Performance Based Teacher Education, Performance Criteria, *Vocational Education, Writing

This handbook is designed to assist teacher educators, curriculum specialists, and others involved in writing performance-based vocational teacher education modules. Module writing instructions are supplemented by fifty-eight sample illustrations. In the first of two sections the format for the components of the module is outlined. Then guidelines are given for writing the (1) title page, (2) introduction, (3) module description, which includes the objectives, prerequisites, resources, and performance elements, (4) learning experience sections, which involve the overview, activities, and feedback, (5) final learning experience section, which includes the terminal objectives, activities description, and feedback/teacher performance assessment form, and (6) instructions for use of the module. In the final section module development procedures and two checklists for ensuring module quality are provided. (A two-volume final report of the Performance-Based Professional Education Curricula project is available as two separate documents see note.) (CSS)

ED 160 860 CE 018 191

Feldbaum, Eleanor G.

Integration Strategies for the Nursing Profession.

Maryland Univ., College Park. Program of Health Services Delivery.
Spons Agency-Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Nursing.; Maryland Univ., College Park. Computer Science Center.
Pub Date-78
Note-74p.; Not available in hard copy because of light, broken print in original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Admission Criteria, Black Attitudes, Black Education, *Black Students, Educational Finance, Educational Opportunities, Enrollment, Enrollment Rate, Failure Factors, Integration Studies, *Medical Education, *Nursing, Professional Associations, Racial Discrimination, *Racial Integration, Remedial Programs, School Holding Power, *School Integration, Student Recruitment, Success Factors
Identifiers-Preadmission Programs

A three-year study was conducted to assess the success of recruitment, admission, education, and retention practices for black students in nursing schools. Data was collected from a total of 3,002 students and 469 faculty members representing twenty-seven diploma, associate, and baccalaureate schools in twelve states. Few nursing schools were found to be integrated (only schools with a minimum of ten percent black enrollment were considered integrated), and these schools were most often located in black neighborhoods and offered low tuition rates and two-year programs. No direct relationship was found between recruitment efforts and the size of black enrollment. Once a school was successful in recruiting and graduating large numbers of black nurses, it continued to attract qualified minority applicants. While the level of admission standards was assessed as having little influence on enrollment size, preadmission programs offered by the schools to give remedial assistance to black applicants succeeded in increasing the number of black students. Schools were more often interested in increasing minority enrollment rates than retention rates; only six of the twenty-seven surveyed were successful in both recruitment and retention efforts. The success of integrating the profession was found to be undermined by the belief of a majority of black students that discrimination exists in the nursing profession and that nursing professional associations are unresponsive to the needs of black nurses. (ELG)

ED 160 880 CE 018 355

Instructor's Manual for Electrical Apprentice Technical Training. Series No. B (Second Year). Revised to Meet 1978 Electrical Code.

North Carolina State Dept. of Community Colleges, Raleigh.

Pub Date-78

Note-207p.; Not available in hard copy due to reproducibility problems; For related documents see CE 018 350-360

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Apprenticeships, Curriculum Guides, *Electrical Occupations, *Electricity, Learning Activities, Lesson Plans, Postsecondary Education, Technical Education, Trade and Industrial Education, Worksheets

Twenty-eight lesson plans for the second year of a four-year electrical apprentice technical training program are presented in this instructor's manual. Also included are student worksheets and information sheets for each lesson, and copies of unit tests. (Answers to the worksheets and tests are provided.) The lesson plans are generally organized into four steps: introducing the lesson, presenting the lesson (e.g., demonstration), student application (use of worksheets), and checking and follow-up (checking answers to worksheets). Some of the lesson topics are electrical systems, single phase transformers, grounded conductors, outside branch circuits, three phase motors, lighting fixtures, sample house plans, and outlet circuiting. (Student worksheets and information sheets for this training program are also available separately CE 018 356. Other related documents, CE 018 350-360, include a basic mathematics review, jobsite supervisor's manual, and instructor's manuals and worksheets for the other three years of the program.) (JH)

ED 161 127 EA 010 940

Jones, Diane

Measuring and Improving Group Effectiveness. Keys to Community Involvement Series: 11.

National School Public Relations Association, Arlington, Va.; Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Jan 78

Contract-400-76-0025

Note-39p.; For related documents, see EA 010 930-944

Available from-National School Public Relations Association, 1801 North Moore Street, Arlington, Virginia 22209 ($2.00; $24.00 for set of 15 Keys; discounts available; payment must accompany order)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Citizen Participation, Communication Skills, *Community Involvement, Decision Making, Goal Orientation, *Group Dynamics, *Group Relations, Group Unity, *Organizational Effectiveness, Problem Solving, *Work Sheets

This booklet is for people who want to improve the effectiveness of groups: group leaders, facilitators, and group members. Some of the basic factors that influence how effectively a group works together are briefly described. Factors that affect group effectiveness fall into two categories: those that affect the way group members accomplish tasks, and those that affect the way members create and maintain satisfaction with group activities. Instruments are provided to help identify areas of group performance that are working well and areas that need improvement. (Author/MLF)

ED 161 148 EA 010 970

Caldwell, Brian J.

Implementation of Decentralized School Budgeting.

Pub Date-21 Jun 78
Note-24p.; Paper presented at the Canadian School Trustees' Association Congress on Education (1st, Toronto, Ontario, June 17-21, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Adoption (Ideas), *Budgeting, *Decentralization, Educational Research, Elementary Secondary Education, Foreign Countries, Organizational Change
Identifiers-Alberta, *School Based Budgeting

Decentralized school budgeting or school-based budgeting is relatively new to Canada. It means that school boards or central office administrators delegate to principals authority to make some budget decisions. High expectations for effects of the practice include greater efficiency in the allocation of resources, increased flexibility in the instructional program, and shifting of accountability to the school level. Some writers believe that school-based budgeting results in better decisions in times of declining enrollment and a shrinking resource base. A 1977 Alberta study by the author examined the development and outcomes of decentralized school budgeting in seven selected school systems. Budgeting for staff was a feature in one system. The study revealed the implementation problems encountered by central office personnel, including concern about number of items to be decentralized. It also revealed implementation problems encountered by principals, especially confusion about their own roles and technical difficulties. The need for careful attention to the strategies of successful organizational change and for sharing information among systems with experience in the practice emerged as the major conclusion of the study. There is also a need to develop appropriate models for teacher involvement in budget decisions. It can be concluded that school-based budgeting is a feasible alternative to traditional centralized budgeting. (Author/JM)

ED 161 192 EC 112 320

Doyle, Phyllis B. And Others

Pennsylvania Training and Demonstration Center for Severely and Profoundly Retarded Children: TRAC (Training, Resources, Acquisition, Control). Final Report, July 1, 1975 to September 30, 1976.

Montgomery County Intermediate Unit 23, Blue Bell, Pa.
Pub Date-Feb 78
Grant-G007503427
Note-87p.; For How to Help Your Child, see EC 112 321 ; Parts marginally legible due to print quality; Best copy available
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Curriculum Development, Educational Methods, Evaluation Methods, *Inservice Teacher Education, *Mentally Handicapped, Parent Child Relationship, Severely Handicapped, *Teaching Methods, Testing
Identifiers-*Project TRAC, *TRAC Monitoring System

Dealing with profound and severe mental retardation, the final report of Project TRAC (Training, Resources, Acquisition, and Control) describes activities and products of the project in the subject areas of parent involvement, educational/teaching techniques, assessment, and monitoring techniques. The report details the establishment of a resource library, the development of a parent-oriented instructional text (How to Help Your Child), identification of positive and negative aspects of testing and review of curricular material (culminating in the development of a TRAC Monitoring System) and the development of inservice programs for educators in special education. Evaluation procedures and findings, project results and implications, and factors relevant to success and shortcomings are among other areas discussed. Extensive appendices include, in part, TRAC inservice invitation and agenda, field test guidelines, the evaluation report, and the TRAC Monitoring System Manual. (PHR)

ED 161 219 EC 112 357

McCormack, James E.

An In-Service Training Program for Service Providers Working with Multiply Handicapped Learners.

Massachusetts Center for Program Development and Evaluation, Medford.

Pub Date- 77

Note-17p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Inservice Education, Inservice Teacher Education, *Multiply Handicapped, Nonprofessional Personnel, Parent Education, Professional Education, *Program Planning, Workshops

The document describes a program to enlarge, through inservice training workshops, the pool of individuals available to provide appropriate services for multiply handicapped students in various communities and at residential schools. Outlined are plans for providing training courses to collaborative service coordinators, non-education professionals, direct care staff and paraprofessionals, and parents. (SBH)

ED 161 279 FL 009 795

Madsen, Harold S. Bowen, J. Donald

Adaptation in Language Teaching.

Pub Date-78

Note-251p.

Available from-Newbury House Publishers, Inc., 54 Warehouse Lane, Rowley, Massachusetts 01969 ($5.95)

Document Not Available from EDRS.

Descriptors-Course Objectives, English (Second Language), Higher Education, *Instructional Materials, *Language Instruction, Language Teachers, Language Usage, Language Variation, *Material Development, Methods Courses, Relevance (Education), Second Language Learning, *Teacher Developed Materials, Teaching Methods, *Textbook Content, Textbook Evaluation, *Textbooks

Identifiers-*Textbook Adaptation

The need to adapt or modify the use of given textbooks and other language teaching materials to fit the requirements of particular learning situations, and even particular students, is widely recognized. This volume presents a systematic approach to adaptation useful for methods courses as well as for the experienced teacher or curriculum planner. As the first principle of effective adaptation, maintenance of congruence between a variety of factors is stressed; these factors include the teaching materials, the methodology and objectives of the course, student characteristics, the character of the language being taught, and the personality and style of the teacher. The discussion is divided into four main sections: (1) Contextualization: The Textbook and the Real World''; (2) Usage Problems''; (3) Language Variety''; and (4) Administrative and Pedagogical Concerns.'' The appendices present complementary studies on testbook analysis and evaluation for particular teaching-learning situations: (1) Adapting Materials in Context,'' by A. Hilferty; (2) Evaluation of Foreign Language Textbooks: A Simplified Procedure,'' by M. N. Bruder; (3) Evaluating Beginning Textbooks,'' by A. Tucker; and (4) Graph for Estimating Readability-Extended,'' by E. Fry. (AMH)

ED 160 742 CE 016 600

Picou, J. Steven And Others

Significant Other Influence, Career Choice and Achievement: Selective Theoretical and Conceptual Approaches. Research and Development Series No. 111.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Jan 76

Contract-NE-C-00-3-0079

Note-70p.; Parts of bibliography may be marginally legible due to print quality

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Achievement, Background, Career Development, *Concept Formation, Interpersonal Relationship, Literature Reviews, Models, *Occupational Aspiration, *Occupational Choice, Research Needs, Self Concept, *Social Influences, Socioeconomic Influences, Status, Theories

Identifiers-*Significant Others

The monograph reviews theoretical, conceptual, and empirical research on occupational choice and achievement. It begins by delineating the major macro-theoretical approaches in occupational sociology and vocational psychology, leading to a consideration of conceptual development of occupational choice. An overview of status attainment models and a perspective on the significance of status attainment literature, in terms of significant other influence, concludes the monograph. In the concluding section are comments on theoretical and conceptual convergence, career development and the life cycle, and needed research in these areas. Eight figures, two tables, and ten pages of references are provided. (MF)

ED 160 759 CE 017 000

Bloom, Barbara A.

A Report to the Fund for the Improvement of Postsecondary Education on the Regional Continuing Education for Women Program.

Bucks County Community Coll., Newtown, Pa.; Delaware County Community Coll., Media, Pa.; Montgomery County Community Coll., Conshohocken, Pa.; Philadelphia Community Coll., Pa.; Temple Univ., Philadelphia, Pa.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date- 77

Grant-G007502359

Note-14p.; Not available in hard copy due to reproducibility problems

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Adult Counseling, Adult Education, Adult Students, Colleges, Consortia, Educational Coordination, Educational Needs, Faculty Development, Females, Information Dissemination, *Information Networks, Inservice Teacher Education, *Interinstitutional Cooperation, Outreach Programs, Postsecondary Education, *Program Descriptions, *Program Design, Program Effectiveness, Program Planning, Regional Programs, *Womens Education

Identifiers-Philadelphia, *Regional Continuing Education for Women

The Regional Continuing Education for Women Program (RCEWP), involving Temple University and four community colleges in the Philadelphia area, resulted in the establishment of programs and services at the community colleges to assist adults, particularly women, who are returning to college. It also meant the establishment of a model interinstitutional network for referrals, recruitment, programs, and services among the five cooperating institutions. The advantages of belonging to RCEWP are efficient dissemination of information in useful form; efficient sharing of material resources, increased contact among members, and awareness of other educators' ideas and of community resources; encouragement for professional growth; support and strategies for encouraging institutional change; efficient provision of community services; and a synergistic effect on the services available to adults. The program activities of the network focused on the professional development of educators and services for the community and students. Professional development activities included training seminars, programs and conferences on varied topics, such as program planning, assertiveness training, public speaking, and math anxieties. Community and student services included a women's day on campus, Women at Work'' (a workshop), Job Rights for Working Women'' (a panel), and Tell-A-Woman'' (a monthly newsletter). (This brief report concludes with highlights of the program activities from each of the five participating institutions.) (EM)

Hoyt, Kenneth B.
YEDPA and Career Education.
Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-May 78
Note-69p.; Not available in hard copy due to reproducibility problems
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Administrative Problems, *Career Education, *Disadvantaged Youth, *Employment Programs, Federal Legislation, Federal Programs, Government School Relationship, *Job Training, Program Administration, *Program Descriptions, Program Effectiveness, Program Improvement, Youth Employment
Identifiers-Comprehensive Employment Training Act, *Youth Employment Demonstration Projects Act

This monograph provides a narrative summary of ideas and thoughts gathered from two mini-conferences held to discuss the Youth Employment and Demonstration Projects Act of 1977 (YEDPA) as it relates to career education. The conference participants included eight representatives of Comprehensive Employment and Training Act (CETA) prime sponsors and nine educators, all of whom were involved in implementing YEDPA during its first year of operation. First, the historical antecedents of YEDPA are traced based primarily on an earlier monograph by G. L. Mangum, ``Career Education and the Comprehensive Employment and Training Act.'' Next, an overview of YEDPA is presented focusing on the three major subparts: Youth Incentive Entitlement Projects (YIEP); Youth Community Conservation and Improvement Projects (YCCIP); and Youth Employment Training Program (YETP). A summary of the discussions in the mini-conferences is presented under six topical areas: (1) primary concerns of CETA and/or YEDPA prime sponsors; (2) descriptions of current YIEP and YETP efforts; (3) problems encountered with early YETP efforts; (4) examples of ways in which YETP programs are supplementing educational opportunities; (5) recommendations of participants for increasing the effectiveness of YEDPA; and (6) philosophical issues to be resolved in local education agency/prime sponsor agreements. An appendix contains a list of sixty-two related issues raised by the participants. (BM)

ED 160 810 CE 017 829

Crawford, Lucy C. Jewell, Lloyd M., Jr.

Handbook on the Organization and Administration of a Student Job Placement Service for a Secondary School.

Virginia Polytechnic Inst. and State Univ., Blacksburg.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Virginia State Dept. of Education, Richmond. Div. of Vocational Education.

Pub Date-76

Note-152p.; Some pages in the appendix materials will not reproduce well due to broken print

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors-Administrator Guides, Advisory Committees, Budgeting, Dropouts, Employment, Employment Opportunities, *Employment Services, High School Graduates, *Job Placement, Objectives, Occupational Guidance, Part Time Jobs, *Program Administration, *Program Coordination, *Program Development, Program Evaluation, Program Planning, Public Relations, Records (Forms), Secondary Education, *Staff Role, Student Placement, Vocational Counseling, Vocational Education

Presented in four sections, this handbook was prepared to assist school administrators and placement service personnel in the organization and administration of a student job placement service for a secondary school. The handbook is primarily based on results obtained from developmental projects in a series of workshops provided to train placement directors and secretaries in nine exemplary student job placement services in Virginia. Section I presents the following objectives of a placement service: placement of graduates in full-time or part-time jobs; placement of early school leavers; placement of students in part-time jobs; coordination of preplacement training for high school students and graduates seeking employment; advising students of occupational opportunities available through continuing education; administration; and public relations. Section II describes the organization of such a service and outlines the duties of the director and the secretary. Section III describes the operation of a student job placement service under the following categories: clients to be served; coordination with other agencies concerned with placement; and advisory committees. The final section discusses the important administrative functions involved, including establishing goals, program planning, research, evaluation, preemployment training, budgeting, and public relations. Related materials and sample forms are appended. (BM)

Evaluation of Funded Projects for Development of Vocational Instructional Materials (Conclusion of Two Year Project). Final Report. Vocational-Technical Education Research Report, Volume 15, Number 12.

Pennsylvania State Univ., University Park. Div. of Occupational and Vocational Studies.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.
Pub Date-Jun 78
Note-109p.; For a related document see ED 146 418
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-Adult Vocational Education, Business Education, Career Education, *Curriculum Development, Directories, Distributive Education, English Education, Field Interviews, *Financial Support, Health Occupations Education, Home Economics Education, Industrial Education, *Instructional Materials, Mathematics Education, *Program Descriptions, *Program Evaluation, Reports, Special Education, State Surveys, Technical Education, Vocational Agriculture, Vocational Directors, *Vocational Education
Identifiers-Pennsylvania

The purpose of the second-year activities of this project was to develop a comprehensive inventory of available vocational curriculum material throughout the State of Pennsylvania, to determine weaknesses in funding efforts, and to provide suggestions by which to establish an efficient and effective funding pattern. The objectives were accomplished through on-site visitations to selected school districts and dissemination of a survey instrument to directors of area vocational-technical schools. The results of the study include (1) the development and dissemination of a special report outlining the location, description, and nature of state-funded vocational curriculum development projects in Pennsylvania, 1971 to 1976 (which constitutes the second half of this document); (2) the identification of administrators' perceptions of state-funded vocational curriculum development projects; and (3) suggested guidelines for the development of instructional materials and funding patterns. (Author/JH)

ED 160 949 CG 012 897

Dunlap, Douglas A. Porter, David

The School Consultant As Teacher: Preventive Mental Health Curriculum in a Rural Public High School.

Pub Date-30 Mar 78
Note-20p.; Paper presented at the Annual Meeting of the American Orthopsychiatric Association (55th, San Francisco, California, March 27-31, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Community Health Services, *Consultants, *Curriculum Development, Curriculum Evaluation, *Mental Health Programs, Prevention, Program Descriptions, *Rural Areas, *School Community Programs, Secondary Education, Secondary School Students

This is a description of a mental health project in which the goal of assisting the general public in managing stability-threatening situations is pursued by starting outside the community mental health center, in a rural high school. Included are: (1) a description of students; (2) a statement of goals that directed the teaching effort; (3) the content and format of the course; (4) student response; (5) evaluation; (6) the issue of entry into the school system by community mental health center; and (7) the role of the mental health consultant in a rural area. (Author)

ED 160 973 CS 004 073

Juel, Connie L.

A Cognitive Model of Reading for Elementary School Students.

Pub Date-Mar 78
Note-36p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, March 27-31, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Cognitive Processes, *Decoding (Reading), Elementary Education, Information Processing, *Models, Pronunciation, *Reading Comprehension, Reading Processes, Reading Rate, *Reading Research, Reading Skills, *Semantics, Sentences, Word Recognition

A model of cognitive operations that children use in reading and comprehending a sentence was tested by using Sternberg's independent-process analysis on 64 second and fifth graders who were either high- or low-ability readers. Three specific component processes were examined: a decoding process, a word meaning process, and a comprehension process. Subjects read sentences constructed in a manner that systematically varied the factors hypothesized to affect each component process. The effects of these factors were measured by pronunciation errors, word definition errors, sentence reading time, and sentence comprehension tasks. In general, the data showed that the independent-process model was a reasonably good descriptor of high-ability readers, but that low-ability children followed a more complex and interrelated model. (Author/MAI)

Belli, Gabriella And Others

Teachers' Concerns and Conceptions of Reading and the Teaching of Reading: A Literature Review. Occasional Paper No. 1.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Sep 77
Contract-400-76-0073
Note-34p.
Available from-Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, Michigan 48824 ($2.25)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Educational Problems, Literature Reviews, *Reading, Reading Ability, Reading Habits, *Reading Instruction, Student Attitudes, *Teacher Attitudes, *Teacher Education, *Teaching Methods

Relating directly or indirectly to studies of teacher concerns and conceptions about reading and the teaching of reading, the 64 references in this literature review were drawn from a number of sources published between 1965 and 1977. The review is presented according to the following content topic areas: general references, reading habits of teachers, reading teacher problems, teacher education, teacher attitudes, instructional approaches, teacher knowledge and reading ability, and children's conceptions of reading as related to teaching. (FL)

ED 161 063 CS 204 447

Hogan, Michael
Writing to Be Read.
Pub Date-78
Note-13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (29th, Denver, Colorado, March 30-April 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Composition Skills (Literary), *Educational Needs, Educational Planning, *English Curriculum, *English Instruction, Essays, *Expository Writing, Higher Education, *Teaching Techniques, Writing Skills
Identifiers-*Writing for Publication

Of the various unrelated approaches used in advanced college composition courses, one has proved especially successful in encouraging professionalism in student writers: an approach in which students are required to write for and submit their work to professional publications. When students write articles, they deal with many rhetorical modes and techniques, pulling together all the traditional techniques taught in freshman composition courses. In an advanced composition course at Southeast Missouri State University, students first study and write personal essays. They then generate their own writing topics for journal articles (aided by the instructor if necessary), review basic writing techniques, and write the first draft of their articles. Student/instructor conferences are held as needed, and all completed manuscripts are read in class. Students also write other types of materials. Student articles have been published in local, regional, statewide, and national publications. College English teachers, who in the past have not demonstrated much concern about what the advanced composition course should entail, should share their views about this course, as well as techniques that have proved successful in it. (GW)

ED 161 169 EA 010 993

Analyses of Materials for Developers of Instructional Materials. EPIE Report Number 85m.
Educational Products Information Exchange Inst., New York, N.Y.
Pub Date-78
Note-116p.
Available from-EPIE Institute, 475 Riverside Drive, New York, New York 10027 ($20.00; quantity discounts)
Document Not Available from EDRS.
Descriptors-Book Reviews, Educational Resources, Evaluation, *Instructional Materials, Material Development, Resource Guides
Identifiers-EPIE Materials Analysis System

In January of 1977 the Educational Products Information Exchange Institute (EPIE), the National Institute of Education, and the Army Research Institute cosponsored a task force to analyze a group of instructional materials for instructional materials developers. Participants included instructional technologists, research psychologists, commercial instructional materials publishers, representatives of research and development centers, and training and curriculum developers. Participants in the task force were trained to use the EPIE Materials Analysis System. In selecting materials for this report, EPIE asked task force participants, experts in their respective fields of instructional materials development, to identify exemplary materials for materials developers. Some of these materials were brought to the task force for evaluation. Of the materials selected, synthesized analyses of 27 appear in this report. Each resource was subjected to analysis by at least two EPIE-certified analysts. An EPIE editor then synthesized the analyses, resolving discrepancies by discussion and if necessary, referring the material to a third analyst for examination. In many cases, the materials were designed to be self-instructional, and in some cases the materials are less effective because they are not designed for use by an instructor or teacher. Following the 27 synthesized analyses is an annotated bibliography. Divided into three sections, this bibliography contains information on materials similar to those analyzed in the report. (Author/JM)

ED 161 299 FL 009 836

Peters, Ann M.

Language Learning Strategies: Does the Whole Equal the Sum of the Parts? Papers and Reports on Child Language Development, No. 12.

Stanford Univ., Calif. Committee on Linguistics.

Pub Date-Dec 76

Note-13p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Cerebral Dominance, *Child Language, *Cognitive Development, Imitation, *Language Development, Language Learning Levels, *Language Processing, Language Skills, Learning Processes, Linguistic Performance, *Neurolinguistics, Perceptual Development, Preschool Children, *Psycholinguistics, Sentence Structure, Speech, Verbal Development

Identifiers-*Learning Strategies

It is proposed that in studying the development of children's speech, the findings in the data are heavily influenced by what is expected to be found on the basis of our theoretical preconceptions. This phenomenon is actually more widespread than has previously been acknowledged, and our expectations about how children learn language may have to be revised. The assumptions commonly made are: (1) children's speech can be analyzed using adult categories; (2) language development follows an orderly progression of stages; (3) all children's language development is similar; (4) the intelligibility of the child is an external criterion; and (5) the unintelligible utterances play little part in the intelligible speech of a child. Speech of the subject in this study was analyzed from age 7 months to 2 years and 3 months. The boy's speech was divided into two categories: (1) analytic, which deals with simple words; and (2) Gestalt, which aims at whole phrases and sentences. It is proposed that the Gestalt strategy of early language production is much more widespread than just this case reports, because children's sentences are often not understood as such. In addition to cognitive and sociolinguistic factors that affect a child's language learning, there may be a neurological factor related to the differentiation of the cerebral hemispheres and the eventual lateralization of language. This suggests that the subject's Gestalt strategy of language production may be related to the development of his minor hemisphere while his analytic strategy is related to major hemisphere development. (NCR)

ED 160 845 CE 018 140

Straub, Vicki W. Moore, Earl J.

Comprehensive Career Guidance. Improving Classroom Behavior. Staff Development K-6.

Georgia State Dept. of Education, Atlanta.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-77
Grant-G007500339
Note-77p.; For related documents see CE 018 130-144, CE 018 146-147, CE 018 150, CE 018 152, CE 018 154, CE 018 157-158, CE 018 161 CE 018 163, and CE 018 339
Available from-Vocational Education Materials Center, Room 124, Fain Hall, Division of Vocational Education, College of Education, University of Georgia, Athens, Georgia 30601 ($1.85)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Career Awareness, Career Development, Career Education, Career Planning, *Class Management, Conduct, Discipline Problems, Educational Objectives, Elementary Education, *Elementary School Guidance, Fused Curriculum, Guidance Programs, *Inservice Teacher Education, Instructional Materials, Interpersonal Competence, Leaders Guides, Learning Activities, *Misbehavior, Occupational Guidance, Skills, Student Attitudes, *Student Behavior, Teacher Workshops
Identifiers-*Georgia Comprehensive Career Guidance Project

One of six staff development training manuals for career guidance infusion in the elementary school curriculum (K-6), this manual focuses on improving classroom behavior. It is divided into the following six major sections: (1) a list of the major goals and activities covered in the manual; (2) an overview chart displaying the goals, concepts, time, process, and instructional mode of each activity; (3) specific directions for each activity, including objectives, preparation requirements, and materials/equipment requirements; (4) leader's summaries presenting the background information needed to lead the activities; (5) participant worksheets and handouts; and (6) participant summaries. (See CE 018 130 for the final report of this project.) The three major goals covered by this manual include the following: to understand that chronic misbehavior in the classroom is an expression of discouragement; to learn the four goals of misbehavior; and to learn how to teach the principles and specifics of the four goals of misbehavior to children. In addition to the other five staff development training manuals (CE 018 139 and CE 018 141-144), a career guidance methods guide for grades K-6 (CE 018 137) is available. (BM)

ED 160 900 CE 018 503

Roth, Dennis M.

Should the Federal Government Implement a Program Which Guarantees Employment Opportunities for All U.S. Citizens in the Labor Force? Inter-Collegiate Debate Topic, 1978-1979, Pursuant to Public Law 88-246.

Library of Congress, Washington, D.C. Congressional Research Service.
Report No.-House Doc-95-328
Pub Date-78
Note-119p.; Notational information throughout this document will not reproduce well due to small print
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-Bibliographies, Debate, *Economic Factors, Employment, *Employment Opportunities, Employment Practices, Federal Government, *Federal Legislation, *Government Role, Job Development, Labor Force, Manpower Utilization, Program Development, *Public Policy, Social Problems, Unemployed, Welfare
Identifiers-Public Law 88 246, United States

This is a compilation of selected articles and a bibliography on the 1978-79 intercollegiate debate proposition: Resolved, that the Federal Government should implement a program which guarantees employment opportunities for all U.S. citizens in the labor force. The introduction briefly reviews the United States post-World War II history of employment policy and legislation. Ten articles provide a wide range of views. The articles are as follow: The Goal of Genuine Full Employment,'' by Helen Ginsburg; Can Government Guarantee Full Employment?'' by Emerson P. Schmidt; Why We Have No Full Employment Policy,'' by James K. Galbraith; Securing Total Employment: The Role of Government,'' by James O'Toole; Against a Federal Guaranteed Employment Program,'' by Dave M. O'Neill; Controversy over the Humphrey-Hawkins Proposals to Control Unemployment: Con,'' by Michael Markowitz; High Employment and Income Maintenance Policy,'' by the United States Chamber of Commerce; Fighting Poverty with Jobs: Public and Private Payroll Weapons,'' by James L. Freund; JOIN: a Jobs and Income Program for American Families,'' by Robert I. Lerman; and Employment Guarantees Should Replace the Welfare System,'' by Arnold H. Packer. Finally, there are sections containing a selected bibliography and a resource guide to the following topic: the Federal Government's role in guaranteeing full employment opportunities. (CSS)

ED 161 040 CS 204 413

Kamp, John

Conflicting Compelling Interests: Notes toward a Communication Approach to Censorship of Sexually Explicit Material.

Pub Date-Aug 78
Note-54p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Censorship, Civil Liberties, *Communication (Thought Transfer), *Constitutional Law, Court Cases, *Freedom of Speech, *Government Role, Legal Problems, Social Values, *Supreme Court Litigation
Identifiers-*Obscenity

The issue of the proper role of government in the censorship of sexually explicit material is analyzed in this article from a symbolic interactionist view of communication and traditional principles of constitutional liberty. The paper focuses on the Supreme Court's adjudication of obscenity cases and proposes a set of principles consistent with the United States Constitution as an alternative framework for such adjudication. Major sections of the article detail the communication perspective, current principles of adjudication used in obscenity cases (especially the case of Miller vs. California''), and an alternative framework for such adjudication. The alternative framework is based on the view that obscenity ought to be abandoned as a legal concept and that instead courts should apply principles used in other cases involving offensive communication and fundamental rights. Two broad postulates are suggested: (1) the government should disallow state action that creates a substantial ban aimed at communication content; and (2) in certain narrowly defined circumstances in which other fundamental rights are endangered, the government should have some power to regulate communication selectively in order to maintain the system of liberty. (Author/GW)

ED 161 085 CS 204 482

Bolch, Judith Miller, Kay

Investigative and In-Depth Reporting.

Pub Date-24 Apr 78

Note-142p.

Available from-Hastings House, Publishers, Inc., 10 East 40th St., New York, New York 10016 ($9.50 cloth, $4.95 paper)

Document Not Available from EDRS.

Descriptors-Ethics, Information Needs, Information Sources, Interviews, Investigations, *Journalism, *News Reporting

Identifiers-*Investigative Reporting

Using the case history approach, this book examines each step of the news gathering process and shows, through numerous examples drawn from the experiences of professional reporters, the procedures to use in tracking down and developing a story. The eight chapters discuss the following topics: background information on investigative reporting; characteristics of the investigative reporter; origins of investigative story ideas; sources of information for developing the story; controlling the interview; deciding when a story is justified; recognizing the news manipulator; and ethics for the investigative reporter. (GW)

ED 161 261 FL 009 662

Jarvis, Donald K.

Making Crosscultural Connections. The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9.

American Council on the Teaching of Foreign Languages, New York, N.Y.
Pub Date-77
Note-27p.
Available from-Not Available Separately; See FL 009656
Document Not Available from EDRS.

Descriptors-Affective Objectives, Behavioral Objectives, Cognitive Objectives, Communicative Competence (Languages), *Cultural Education, *Educational Objectives, Elementary Secondary Education, Higher Education, *Instructional Materials, *Language Instruction, Learning Activities, Literature Reviews, *Multicultural Education, Second Language Learning, *Teaching Methods

Developments in the field of teaching culture are outlined, and some directions for further reading and development are listed. The focus is on multicultural materials, with only occasional reference to culture-specific media. Most of the literature surveyed is in the field of foreign language education, but some attempt was made to sample current trends in social studies education, communications, and anthropology. In the area of cognitive learning objectives, authors stress generalities applicable to many cultures, illustrated by target-culture specifics. In the area of process (skill) objectives, research and face-to-face communication skills are emphasized. Affective objectives include the acquisition of empathy, curiosity, and flexibility, plus skill in clarifying one's own stable core of values. The number and quality of culture materials integrated into beginning texts is increasing. Lectures are still used far too frequently, despite indications of their inefficiency in developing crosscultural effectiveness. Presentation techniques should include more well-prepared and grouped multimedia presentations together with high-involvement techniques such as critical incident self-instructional materials, mini-dramas, and games. Inductive methods important for developing process and affective skills include discussion, research, dramatization, and simulation approaches. (SW)

ED 160 881   CE 018 356

Related Instructional Material for Electrical Apprentice Technical Training. Student Worksheets. Series No. B (Second Year). Revised to Meet 1978 Electrical Code.

North Carolina State Dept. of Community Colleges, Raleigh.
Pub Date-78
Note-103p.; Not available in hard copy due to faint print in original document; For related documents see CE 018 350-360
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Apprenticeships, *Electrical Occupations, Electrical Systems, Electric Circuits, *Electricity, Learning Activities, Postsecondary Education, Technical Education, Trade and Industrial Education, *Worksheets

Information sheets and student worksheets for twenty-eight lesson plans designed for a second-year electrical apprentice technical training program are presented in this workbook. The information sheets provide summary information about the lesson topics and the worksheets contain problems to be solved and questions to be answered relating to each lesson. Some of the lesson topics are electrical systems, single phase transformers, grounded conductors, outside branch circuits, three phase motors, lighting fixtures, sample house plans, and outlet circuiting. (The instructor's manual containing lesson plans, unit tests, and worksheet answers is available as CE 018 355. Other related documents are CE 018 350-360.) (JH)

Kurtines, William M.
Situation or Person? Toward a Psychosocial Role-Theoretical Approach to Personality.
Pub Date-78
Note-26p.; Paper presented at the Annual Convention of the Southeastern Psychological Association (24th, Atlanta, Georgia, March 15-18, 1978); Best Copy Available
Available from-William M. Kurtines, Department of Psychology, Florida International University, Miami, Florida, 33199
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Environmental Influences, *Individual Characteristics, Individual Psychology, *Personality, Research Projects, Role Perception, *Role Theory, Self Actualization, Situational Tests, *Social Behavior, *Social Psychology, Undergraduate Students

This psychosocial role-theoretical approach to personality attempts to combine the conceptual utility of a role-theoretical perspective with the methodological utility of modern psychometric theory and multivariate research design. It focuses on the prediction of situation-specific interpersonal behavior. A conceptual model is presented, as well as measurement and research models for operationalizing it. Research studies are described which tested the empirical validity of the conceptual model and illustrated the application of the measurement and research models. Each study was concerned with the development and cross-validation of a set of measures for predicting situation-specific behavior. The different types of role-related behavior utilized were: (1) a traditional performance variable, academic achievement; (2) self-reported behavior; and (3) behavior observed in an experimentally controlled situation. Results supported the validity of the conceptual model. As predicted by the model, both person and situation variables were differentially and significantly related to the various indices of role performance. Results of the cross-validation of each study indicated that better prediction of situation-specific behavior can be obtained by combining both sources of information. (Author)

ED 160 997 CS 004 420

Reading Instruction: Secondary: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' January through June 1978 (Vol. 38 Nos. 7 through 12).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date-78
Note-11p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Annotated Bibliographies, Career Choice, *Community Surveys, *Doctoral Theses, Learning Disabilities, Parent Student Relationship, Reading Achievement, Reading Comprehension, *Reading Instruction, *Reading Research, Recreational Reading, Remedial Reading, Secondary Education, Silent Reading, *Teacher Attitudes, Vocabulary

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 11 titles deal with the following topics: models for reading instruction for disabled readers based on humanistic education principles; the effects of levels and positions of questions on the comprehension and reading time of good and poor readers; the effect of vocabulary exercises on reading and vocabulary achievement; an andragogical model for secondary reading instruction; attitudes of teachers toward reading and perceptions of their competencies in teaching reading; literary instruction in city high schools; a comparison of recreational reading of students and their parents; an investigation of the effect of silent reading on comprehension and on attitude toward reading; a study of differential effects of structure on reading comprehension achievement as a function of conceptual level; a survey of the status and practices of secondary reading programs in Ohio public scools in 1975-76; and relationships of reading achievement, career reading demands, overall level of career aspiration, realistic and idealistic levels of career aspiration, and attitude toward school. (TJ)

ED 161 107 CS 502 262

Speech Communication and Communication Processes: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' June through July 1978 (Vol. 38 No. 12 through Vol. 39 No. 1).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date-78
Note-17p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Annotated Bibliographies, *Communication (Thought Transfer), Communication Skills, Debate, *Doctoral Theses, Elementary Secondary Education, Females, Higher Education, Interaction, *Interpersonal Competence, Leadership Qualities, Marital Status, Minority Groups, *Persuasive Discourse, Public Speaking, *Rhetoric, Rhetorical Criticism, *Speech Communication, Speech Skills
Identifiers-*Communication Research, Kinesics

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 21 titles deal with a variety of topics, including the following: the relationships among psychological differentiation, situational context, and linguistics; the effect of cognitive complexity and audience attitude on persuasive strategies; ideological uses of myth; a rhetorical approach to teacher-student communication; rhetorical fantasy in the Webster-Calhoun Debate of 1833; the persuasive and informative aspects of trans-scientific literature; innovation in communication networks; school integration for improved minority achievement; the communication behavior of a federal agency; identifying patterns of communication between health professionals and their clients; the strategies of self-defense in a government security hearing; the relationship between marital adjustment and communication; an analysis of rhetorical communication; patterns of arrangements in President Kennedy's addresses; trait and state communication apprehension; kinesic cues in speech comprehension; female leadership in small groups; a case study of interpersonal communication; the rhetoric of one American scientist; interaction analysis in collective bargaining; and evocative language in selected senatorial speeches. (MAI)

ED 161 220 EC 112 358

Bryan, Tanis

Communication Problems of Learning Disabled Children.

Pub Date-78

Note-40p.; Paper presented at the Conference of International Reading Association (Houston, Texas, May, 1978)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Intelligence Tests, *Language Handicaps, Language Skills, *Learning Disabilities, Nonverbal Communication, Phonology, *Reading Difficulty, *Research Design, *Research Reviews (Publications), Semantics, Syntax

The presentation reviews the empirical data concerning the existence and types of language problems experienced by learning disabled (LD) and reading disabled (RD) children. An introductory section provides criteria for classification as LD in research samples and a discussion of research data sources in the field of language assessment. Section II focuses on investigations providing direct evidence of learning disabled children's nonverbal communication, phonology, syntax, semantics, verbal mediation, language in social contexts, scores on intelligence tests, and the relationship of scores on one test of language to one test of academic achievement. Section III considers indirect evidence of language problems provided by intelligence test and family studies. A final section reviews therapeutic and empirical implications of the research. Among conclusions is that in each language area the LD/RD child has significantly greater difficulty or less skills in each of the language areas measured. (SBH)

ED 160 777 CE 017 605

Career Education Demonstration Project for American Indian Children. Final Report.

South Dakota Univ., Vermillion. School of Education.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-Jul 76
Grant-G007502313
Note-92p.; Not available in hard copy because of light and broken type in original document; For related documents see ED 114 586 and ED 120 411

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*American Indians, Attitude Tests, *Career Awareness, *Career Education, *Curriculum Development, Demonstration Programs, Elementary Education, Individual Development, Inservice Teacher Education, *Interpersonal Competence, Needs Assessment, Program Development, Resource Materials, *Self Concept, Student Attitudes, Teacher Developed Materials, Values
Identifiers-Public Law 93 380, South Dakota (Marty)

Marty Indian School (Marty, South Dakota) served as the pilot school for this career education demonstration project for American Indian children. The project focused on grades K-4 and emphasized helping the students develop an awareness of self, an awareness of others, and an awareness of careers. Two needs assessment instruments (appended to this report) were developed; one surveyed parents and the other surveyed the students. Various training and inservice sessions for the staff were conducted throughout the year. The following publications were developed: a career education handbook for schools who serve American Indian children; a career education notebook for the parents and teachers; a programmed-experiential text concerning American Indian values; a series of teacher-developed learning modules; a programmed reader which utilizes a bilingual approach; a local directory of employment opportunities; and a directory of career opportunities in the Armed Forces. To make the program more responsive to the Marty area and maintain close contacts with the school, a bilingual specialist was employed. To carry out evaluation activities, the staff developed three levels (K-3, 4-6, 7-12) of the Indian Attitude Survey'' (instruments appended), which was designed to measure positive changes in attitude of the Indian child towards himself and his relation to others. An experimental-control group pre-post-test design was planned. The

ED 160 950 CG 012 898

Wallbrown, Fred H. Prichard, Karen Kidd

Training Teachers for Parent Conferencing: A New Horizon for the School Counselor.

Pub Date- 78
Note-56p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Counselor Role, Elementary Secondary Education, *Faculty Development, Guidance Functions, *Inservice Teacher Education, Parent School Relationship, *Parent Teacher Conferences, Program Descriptions, *Staff Improvement, *Teacher Guidance

Teachers and administrators are often at a loss as to where they should turn for practical, down-to-earth assistance in the area of parent conferencing. The counselor is in a position to provide such assistance, and several strategies are presented which are available to this mental health specialist. The counselor is provided with a working knowledge of a parent conferencing model which can be used to conduct staff development activities for teachers, administrators, and other school personnel. (Author)

Walker, Richard F.

Developing a Research-Based Language/Reading Program.

Pub Date-May 78
Note-64p.; Paper presented at the Annual Meeting of the International Reading Association (23rd, Houston, Texas, May 1-5, 1978) ; Not available in hard copy due to poor quality of print
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Child Language, Elementary Education, Instructional Materials, *Language Development, *Language Instruction, Language Research, Program Descriptions, *Program Development, *Reading Instruction, Reading Skills, Standard Spoken Usage, Teaching Methods, *Writing Skills
Identifiers-*Oral Language

The Mount Gravatt Language Development and Reading Program described in this paper is the result of a conviction that teachers of reading and writing should build on the impressive and highly functional oral language system which children bring to their formal education for literacy. The paper first presents the language research on which the program is based, and then offers an account of the teaching materials and strategies into which the research outcomes were translated in classroom trials. The paper also contains a report on piloting the program. (FL)

Brady, Mary Ella And Others
Oral Reading Observation System Observer's Training Manual.
Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Apr 76
Grant-OEG-9-242178-4149-032
Note-132p.
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-*Classroom Observation Techniques, Cues, Educational Programs, Handicapped Children, *Interaction Process Analysis, Manuals, Miscue Analysis, *Oral Reading, *Reading Instruction, *Reading Skills, *Student Teacher Relationship, Teacher Education, Teaching Methods
Identifiers-*Oral Reading Observation System

A self-instructional program for use by teachers of the handicapped, this training manual was developed to teach accurate coding with the Oral Reading Observation System (OROS)an observation system designed to code teacher-pupil verbal interaction during oral reading instruction. The body of the manual is organized to correspond to the nine categories of OROS: target pupil-exact oral reading; target pupil-miscues; look, sound, and meaning teacher prompts; pupil answers to prompts; teacher feedback and management; teacher telling; and nonoral reading or other behaviors not related to oral reading. Each section contains definitions; examples of behavior representing each code; special coding rules, exceptions, and special technical procedures; and exercises for gauging trainee progress. Five appendixes contain definitions of all OROS categories, keys for all exercises, general coding techniques, dialect features, and phonics rules and generalizations. The manual is intended for use only by those who have studied the OROS User's Manual'' or have been trained by someone familiar with the User's Manual.'' (FL)

ED 161 086 CS 204 489

Miller, James R. Hayes-Roth, Barbara
Text Annotation: A Technique for Facilitating Knowledge Integration.
Rand Corp., Santa Monica, Calif.
Pub Date-Dec 77
Note-22p.
Available from-The Rand Corporation, Santa Monica, California 90406 ($1.50)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Cognitive Processes, Comprehension, Higher Education, *Learning Processes, *Memory, Psychological Studies, *Reading Research, Retention, Thought Processes
Identifiers-*Annotation, *Inference, Prose Learning

Thirty-six undergraduate students participated in a two-hour experiment that measured the effect of fact and inference text annotation on the integration of information. The subjects were asked to read four pairs of meaningful stories, each of which contained four pairs of related facts about a mythical country. The texts of the experimental group included two methods of facilitating inference verification: fact annotation which repeated the premises that occurred in the first text as footnotes to the appropriate premises in the second text, and fact-and-inference annotation which specified the appropriate inference as well as repeated the fact annotation. After a self-paced reading of the materials, subjects were tested for the immediate recognition of the sentences they had just read; twenty minutes later they were tested for inference and syllogism judgments. While both annotation methods improved the inference verification of the experimental group over that of the control group, fact annotation resulted in better overall performance. Fact-and-inference annotation produced incorrect inferences and limited the generation of inferences to those specified by the annotations. (MAI)

ED 161 128 EA 010 941

Hunter, Carolyn

Finding the ``Right'' Information: A Search Strategy. Keys to Community Involvement Series: 12.

National School Public Relations Association, Arlington, Va.; Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jan 78
Contract-400-76-0025
Note-27p.; For related documents, see EA 010 930-944
Available from-National School Public Relations Association, 1801 North Moore Street, Arlington, Virginia 22209 (2.00; $24.00 for set of 15 Keys; discounts available; payment must accompany order)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Citizen Participation, *Community Involvement, *Information Seeking, Information Services, *Information Sources, Information Systems, *Information Utilization, Interpersonal Relationship, *Relevance (Information Retrieval), *Search Strategies, Worksheets

Whether it is needed for long-range planning or immediate problem-solving, information is inevitably critical to community groups and leaders. This booklet is for individuals and groups who are faced with a need for finding the ``right'' information for discussion and decision-making. The booklet describes an overall approach to information-seeking and contains guidelines and examples for specific applications. It is organized in five major sections and includes a discussion of the following topics: (1) information-searching as detective work; (2) framing an information search; (3) developing an information search plan and defining the information wanted, choosing a search method, and deciding who will conduct the search; (4) conducting the information search and avoiding information sources, avoiding false leads, and collecting and organizing information; and (5) assessing the results of an information search. (Author/MLF)

ED 161 193 EC 112 321

Doyle, Phyllis B. And Others
How to Help Your Child: A Guide for Parents of Multiply Handicapped Children.
Montgomery County Intermediate Unit 23, Blue Bell, Pa.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date- 76
Grant-G007503427
Note-70p.; For related material, see EC 112 320
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Communication Skills, Counseling, *Educational Programs, Enrichment Activities, Equipment, *Learning Experience, Motor Development, *Multiply Handicapped, *Parent Child Relationship, Parent Education, Public Education, Resource Guides, Respite Care, *Self Care Skills, Severely Handicapped, *Special Services
Identifiers-Pennsylvania, Project TRAC

Developed by Project TRAC Training/Resources Acquisition and Control, the three part guide is for parents of multiply handicapped children. Part 1 examines a public school training program for multiply handicapped children. Part 2 gives suggestions for activities that can make home life easier and at the same time provide learning experiences for the child. These activities include communications, lifting and carrying, positioning, motor skills, feeding, dressing, toilet training, and hygiene. In part 3 are many suggestions about where to go and what to do when parents need special help, including the names and addresses of special services in the Pennsylvania area, such as camping, parent groups, care and training for retarded adults, counseling and help with family problems, and home health care. Also in part 3 is information on special equipment, such as supports for sitting and lying, chairs, walking aids, and clothing. Special information on how to go about finding a baby sitter, obtaining a special car license plate for handicapped only'' and no parking'' privileges, income tax deductions, and planning for the future is also included. (PHR)

ED 161 280 FL 009 798

Overcoming the Language Barrier. Third European Congress on Information Systems and Networks, Vol. 1.

Commission des Communautes Europeennes (Luxembourg).

Pub Date-May 77

Note-675p.

Available from-K. G. Saur Verlag KG, Postfach 711009, Possenbacherstrasse 2b, 8000 Munchen 71, West Germany

Document Not Available from EDRS.

Descriptors-Communication (Thought Transfer), Computational Linguistics, Data Bases, *Documentation, Indexing, Indo European Languages, Information Dissemination, *Information Networks, Information Processing, Information Retrieval, *Information Systems, International Organizations, Language Instruction, Language Usage, *Machine Translation, Multilingualism, Programing Languages, *Thesauri, Translation, *Vocabulary

Identifiers-*Euronet, Europe

The papers presented here have a double objective: to give those responsible for the Action plan for the improvement of information transfer between European languages a good view of existing and developing systems and to make future users of EURONET acquainted with methods and tools that will soon be available. The papers are arranged under six main sessions: (1) Teaching and Use of Languages in the European Community,'' contains five papers by J.M. Gibb and E. Phillips; A. Iljon; H. Frank, R. Hilgers and I. Meyer; H. Frank and H. Behrmann; and E. Dinsen and C. Dollerup; (2) Multilingual Terminology'' presents six papers by H. Felber, G. Beling, J. Goetschalckx, J. Shulz, J. Laurent and G.F. Stephan. (3) Human and Machine-aided Translation'' presents seven papers by J.M. Gibb, W. Wilss, F. Krollmann, P. Canisius, F. Kertesz, J. Sorensen, and V. Verdier and D. Austin; (4) Multilingual Thesauri'' presents seven papers by D. Austin, G. Van Slype, A. Iljon, I. Neumann-Duscha and G. Ulenberg, H.J. Schuck, F. Semturs and B.J. Field; (5) Automatic Translation (I)'' presents seven papers by F. Blamoutier; P. Brossier, A. Mamfredos, C. Milelli and M. Zennaki; H.E. Bruderer; A J. Petit and P.P. Toma; and (6) Automatic Translation (II)'' contains nine papers by H.D. Maas, J. Weissenborn, J. Chandioux, Yu. N. Marchuk, Yu. S. Martem'Janov, V.A. Moscovoj, S.C. Loh and L. Kong, I.D.K. Kelly and W. Goshawke. (AMH)

A Knowledge Development Plan for the Youth Employment and Demonstration Projects Act of 1977.

Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.

Pub Date-77
Note-44p.; Not available in hard copy because of faint and broken print
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Action Research, Demonstration Projects, Dropout Programs, Employment Opportunities, Federal Aid, Federal Legislation, Federal Programs, *Job Development, *Manpower Development, Methods Research, On the Job Training, *Program Planning, Work Experience, *Youth Employment, *Youth Programs
Identifiers-School to Work Transition, YEDPA, *Youth Employment Demonstration Projects Act 1977

The Youth Employment and Demonstration Projects Act of 1977 (YEDPA) authorizes a variety of demonstration projects to explore different approaches to help youth complete high school and enter the world of work. This report discusses the issues that must be considered in designing action program approaches and outlines the knowledge development plan structured in accordance with YEDPA, which has four major components: Young Adult Conservation Corps; Youth Incentive Entitlement Pilot Projects; Youth Community Conservation and Improvement Projects; and Youth Employment and Training. Provisions for the various parts of these four components are described. It is emphasized that this

ED 160 861 CE 018 201

Radioman 3&2. (Revised).
Naval Education and Training Program Development Center, Pensacola, Fla.
Spons Agency-Naval Education and Training Command, Washington, D.C.
Report No.-NAVEDTRA-10228-G
Pub Date-78
Note-559p.; Parts may be marginally legible due to small type
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 0502-LP-051-1410)
EDRS Price MF-$1.00 HC-$30.13 Plus Postage.
Descriptors-Armed Forces, Autoinstructional Aids, Electricity, Emergency Programs, *Independent Study, Learning Modules, Military Personnel, *Military Training, Navigation, Performance Based Education, Promotion (Occupational), *Radio Technology, *Technical Education, Telecommunication, Test Wiseness
Identifiers-*Navy, *Radiomen

This Rate Training Manual and Nonresident Career Course (RTM/NRCC) form a self-study package that will enable Navy radiomen to help themselves to fulfill the requirements of their rating. Of the seventeen chapters in the manual, the first is nontechnical, providing information concerning the radioman rating and the Navy advancement system and helpful hints for preparing for Navy examinations. The remaining sixteen chapters deal with the technical requirements of the rating which include the subjects of basic electricity; transmitter, receiver, and antenna theory; types and theory of radio wave propagation; systems of diagnosis and quality assurance; testing equipment; communications organization, security, and message formats; theory and operation of teletypewriter circuits, automated systems, and radio communications equipment; procedures of fleet communications and distress communications; and classes and types of commercial traffic. The manual's appendix furnishes a glossary of terms, electronics symbols, and basic electrical formulas. Using the manual as its textbook, the NRCC contains a set of assignments consisting of multiple choice

ED 161 064 CS 204 448

Martin, Nancy And Others
Writing and Learning Across the Curriculum 11-16.
Pub Date-76
Note-172p.
Available from-Acropolis Books, Colortone Building, 2400 17th St., N.W. Courtyard, Washington, D.C. 20009 ($4.95 paper)
Document Not Available from EDRS.
Descriptors-*Composition (Literary), Curriculum Research, *English Instruction, Foreign Countries, High School Curriculum, Integrated Curriculum, *Language Development, Reading, Secondary Education, *Speech Communication, Thought Processes, *Writing Skills

Arising from the Schools Council Development Project on Writing Across the Curriculum, this book deals with talking, reading, thinking, and learning, as well as writing, as these processes take place in secondary schools. Suggesting that too much of the writing and talking in schools is used to test what students know and too little used to enable them to learn and make sense of things for themselves, the authors examine the range of writing, talking, and audiences that can be made available to students. They also present many examples of students' writing and talking in all subjects. (FL)

ED 161 149 EA 010 971

Prokos, George
This Is About Attendance Counselling.
Canadian Education Association, Toronto (Ontario).
Pub Date-Jul 78
Note-23p.
Available from-Canadian Education Association, Suite S850, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V5 ($1.50; payment should accompany order)
Document Not Available from EDRS.
Descriptors-*Attendance Officers, Attendance Records, Attendance Services, Elementary Secondary Education, Foreign Countries, Occupational Information, Questionnaires, Surveys
Identifiers-Attendance Counselors, Canada

The days of the formidable truant officer who chased after hooky-playing delinquents and led them back to school by the ear are gone. Today's attendance counselors'' see their function as protecting a child's right to a meaningful education. Although their goal is still to get absent students back to classes, their approach is now a more understanding and sophisticated one. A questionnaire study was sent to 73 Canadian school boards concerning the roles and opinions of attendance counselors. Of the 39 respondents, most thought that attendance records should be forwarded to a new school. Nearly all counselors thought that parents should be informed of responsibilities, school policy, transportation, and consequences of rule infractions. They favored notes from parents explaining absences over those from students and approved of a five- to ten-day suspension when necessary. Slightly less than half the boards specified that their attendance workers are known as attendance counselors. The respondents felt that a portion of the general public still thought of them as enforcers, but only about 2 percent of attendance workers thought of themselves as enforcers. The questionnaires revealed that professionals in this field

ED 161 243 FL 009 607

Jarvis, Gilbert A., Ed.

Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5.

American Council on the Teaching of Foreign Languages, New York, N.Y.
Pub Date-74
Note-395p.
Available from-National Textbook Company, 8259 Niles Center Road, Skokie, Illinois 60076 ($19.75 hardbound, $12.50 paperback)
EDRS Price MF-$0.83 HC-$20.75 Plus Postage.
Descriptors-Bilingual Education, Career Education, Cultural Education, *Educational Accountability, Elementary Secondary Education, Higher Education, Individualized Instruction, Interdisciplinary Approach, *Language Attitudes, *Language Instruction, *Language Teachers, Linguistic Theory, Literature Appreciation, Literature Reviews, Professional Associations, *Second Language Learning, Student Interests, *Student Needs, Teacher Associations, Teacher Education, Trend Analysis

This volume concerns the realities surrounding the foreign language profession, reactions to the state of the profession, and responsibilities of educators and professionals. The following chapters are presented: (1) The Realities Facing the Profession,'' by Stephen L. Levy; (2) Many Learners, Many Goals, Many Curricula,'' by Wahneta M. Mullen; (3) Bilingual Education: The National Perspective,'' by Maria M. Swanson; (4) Interdisciplinary Studies,'' by Thomas E. Kelly; (5) Career Education,'' by Kenneth A. Lester and Toby Tamarkin; (6) Literary Studies in a Broader Context,'' by O. R. Dathorne; (7) Individualization and Personalization,'' by June K. Phillips; (8)

ED 160 794 CE 017 711

Coordinated Use of Mass Media for the Development and Delivery of Career Education. Final Report. Connecticut State Dept. of Education, Hartford.; Starch Inra Hooper, Inc., Mamaroneck, N.Y.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date- 76
Grant-G007502391
Note-58p.; Not available in hard copy due to reproducibility problems; For related documents see ED 114 586 and ED 120 411
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Career Development, *Career Education, Community Attitudes, Community Programs, *Cooperative Planning, Employer Attitudes, Failure Factors, *Information Dissemination, *Mass Media, Newspapers, Pilot Projects, *Program Effectiveness, Radio, Secondary School Students, Student Attitudes, Success Factors, Television
Identifiers-Connecticut (New Haven), Public Law 93 380

A pilot mass media campaign was conducted in New Haven, Connecticut, to acquaint the public with the concept of career education. For three weeks newspapers, television, and radio devoted time and space to the

Plan for Comprehensive Vocational, Technical and Adult Post-Secondary Education Services to Wisconsin through 1980.

Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
Note-39p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Adult Education, *Comprehensive Programs, Educational Needs, Educational Objectives, Educational Philosophy, Educational Planning, Government School Relationship, Interagency Cooperation, Interinstitutional Cooperation, Post Secondary Education, Problems, *Program Administration, Program Development, Program Evaluation, School Districts, School Industry Relationship, Staff Improvement, *Statewide Planning, *Technical Education, *Vocational Education
Identifiers-*Wisconsin

This is a description of Wisconsin's vocational, technical, and adult education (VTAE) system designed to provide delivery of occupational education through comprehensive districts. It is intended for use by legislators, vocational educators, and policy makers. The system plan, divided into five sections, provides in the first section the basis for vocational education with the establishment and purpose of the system and its unique mission and philosophy. In section 2 the educational values to be derived from vocational, technical, and adult education are

ED 160 829 CE 018 094

Caughman, Alison Y.

Female Access to Careers in Engineering Technology. Exemplary Project in Vocational Education Conducted under Section 132 of Public Law 94-482. Final Report.

Trident Technical Coll., Charleston, S.C.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-31 Aug 78

Note-87p.; Materials in Appendixes B and F will not reproduce well because of poor print quality

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-Demonstration Projects, Engineering Technicians, *Engineering Technology, *Females, High School Students, Post Secondary Education, School Community Cooperation, *Student Recruitment, *Technical Education, Vocational Schools, *Womens Education

ED 160 882 CE 018 357

Instructor's Manual for Electrical Apprentice Technical Training. Series No. C (Third Year). Revised to Meet 1978 Electrical Code.

North Carolina State Dept. of Community Colleges, Raleigh.
Pub Date-78
Note-191p.; Not available in hard copy due to reproducibility problems; For related documents see CE 018 350-360
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Apprenticeships, Curriculum Guides, *Electrical Occupations, Electric Circuits, Learning Activities, Lesson Plans, Postsecondary Education, Technical Education, Trade and Industrial Education, Worksheets

Twenty-five lesson plans for a third-year electrical apprentice technical training program are presented in this instructor's manual. Also included are student worksheets and information sheets for each lesson, and copies of unit tests. (Answers to the worksheets and tests are provided.) The lesson plans are generally organized into four steps: introducing the lesson, presenting the lesson (e.g., demonstration), student application (use of worksheets), and checking and follow-up

ED 160 951 CG 012 899

Wagner, Victor And Others

Ecological and Paradoxical Interventions with Couples.

Pub Date-17 Mar 78

Note-20p.; Paper presented at the Annual Convention of the Southeastern Psychological Association (24th, Atlanta, Georgia, March 15-18, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Communication (Thought Transfer), *Enrichment Experience, Helping Relationship, *Interpersonal Competence, Intervention, *Marriage, *Marriage Counseling, Methods, Research Projects, Social Relations

Reported is a preliminary paper on research currently in progress to investigate the effectiveness of written paradoxical and linear messages given to couples within the context of marital enrichment. There are several reasons for incorporating written communication into clinical practice, e.g., they are more difficult to ignore, forget or distort than are verbal messages. Linear letters were written in a straightforward, easy to understand style, offering the couple direct

ED 161 041 CS 204 415

Rhode, Mary Cronnell, Bruce

Compilation of a Communication Skills Lexicon Coded with Linguistic Information. Technical Report No. 58.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-30 Nov 77

Contract-NE-0-00-3-0064

Note-111p.

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors-*Communication Skills, *Dictionaries, Elementary Education, English Instruction, Language Research, *Lexicography, Linguistics, Phonics, *Word Lists

The production of a basic kindergarten through grade six word set, with accompanying linguistic data for use in the development of elementary communication skills instruction, is detailed in this report. Section one outlines the compilation of the 10,000 word lexicon, including a discussion of the form of the entries, the sources for the

ED 161 170 EC 111 362

Project Overview.
Northwest Special Education, Lignite, N. Dak.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-29p.; For related material, see ED 145 606 and ED 145 642
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Cooperative Programs, *Demonstration Programs, Elementary Secondary Education, *Learning Disabilities, *Program Descriptions, Rural Education, *Special Programs
Identifiers-National Diffusion Network, *Northwest Special Education Project

The booklet briefly describes the Northwest Special Education (NWSE) Project in Burke County, North Dakota, a demonstration program validated by the National Diffusion Network, which provides services for students

ED 161 221 EC 112 359

Identification and Definition of Factors Causally Associated with Child Abuse and Neglect. Final Report.

State Univ. of New York, Brooklyn. Downstate Medical Center.
Spons Agency-National Center on Child Abuse and Neglect (DHEW/OHD), Washington, D.C.
Pub Date-78
Grant-90-C-421
Note-81p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Child Abuse, *Etiology, Exceptional Child Research, Factor Analysis, *Family Problems, *Identification, Individual Characteristics, Mothers, *Neglected Children, *Screening Tests, Socioeconomic Status

The research objective of the study involving 240 low socioeconomic status mothers was validation of the prevailing multifactor theory of child abuse and neglect which states that maltreatment results from personality characteristics of parents, children at risk'' due to preexistent deviancy, and environmental stress. Ss were measured on 12 variables of theoretical importance. A multiple discriminant analysis distinguished the neglecting mothers from other groups at the .005 level, primarily as a result of stress related variables. Approximately

ED 160 924 CG 012 859

McKillip, Jack Voss, Jacqueline R.
Why Do We Need a Control Group? Why Should We Randomize? Some Answers for Evaluative Researchers.
Pub Date-Mar 78
Note-12p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (Washington, D.C., March 19-23, 1978); Not available in hard copy due to marginal legibility
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Action Research, *Control Groups, *Evaluation Methods, Human Services, *Mental Health Programs, Program Evaluation, *Research Design, Research Methodology, Selection, *Social Science Research, State of the Art Reviews

ED 161 262 FL 009 663

Bailey, Leona G.

Teacher Education for a Changing World. The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9.

American Council on the Teaching of Foreign Languages, New York, N.Y.
Pub Date-77
Note-32p.
Available from-Not Available Separately; See FL 009656
Document Not Available from EDRS.
Descriptors-Career Education, Educational Accountability, Effective Teaching, *Language Instruction, *Language Teachers, Literature Reviews, Master Teachers, Performance Based Teacher Education, Postsecondary Education, *Preservice Education, Second Language

ED 161 300 FL 009 837

Pierce, Sandra Bartolucci, Giampiero

Phonological Production and Perception in Verbal Autistic, Normal, and Mentally Retarded Subjects. Papers and Reports on Child Language Development, No. 12.

Stanford Univ., Calif. Committee on Linguistics.
Pub Date-Dec 76
Note-11p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Autism, *Child Language, Cognitive Development, Consonants, *Developmental Disabilities, *Language Development, Language Learning Levels, Linguistic Competence, Linguistic Performance, *Mentally Handicapped, Neurolinguistics, Perception Tests, *Perceptually Handicapped, Phonemes, Phonology, Psycholinguistics, Psychological Tests, *Retarded Children, Sensory Integration, Speech, *Verbal Development

Work with verbal autistic children has demonstrated phonological, syntactic, and semantic production defects which are not understandable solely in terms of a developmental lag, but also suggest aspects of atypical linguistic development. This investigation is a preliminary attempt to test not only the production, but also the perception, of phonological variables in a group of autistic children, with the aim of identifying some of the atypical features of their linguistic competence when compared with normal children and children showing ideopathic mental retardation. This study also explores the potential contribution of such an approach to present-day theories of speech production and perception. Three groups of subjects were studied: normal, mentally retarded, and autistic children. In the production test, each child was given a picture naming test, constructed to elicit examples of the 24 consonant phonemes of English in initial, final, preconsonantal, postconsonantal, and intervocalic positions. The phonological perception abilities of the subjects were analyzed in two ways: the Wepman Auditory Discrimination Test (1973) and a false-positive test. The findings show that the autistic children make as many phonological mistakes as the mentally retarded and that they are particularly deficient in the production and perception of fricatives and liquids (classes mastered late in the normal developmental sequence). This suggests that autistic children are delayed in the development of phonological competence. (Author/NCR)

Identifiers-*Professional Development

This evaluation briefly considers tha numbers of women faculty at higher educational institutions, their status or rank, their distribution in various academic fields, and their salaries. The availability of women for faculty positions and the process by which they are selected are discussed. Among the processes that can limit the hiring of women for academic positions are: the use of sex-biased criteria; institutional rules and regulations that disproportionally affect women; biased or unfair application of neutral criteria, such as differential expectations for and evaluations of men and women; and women's own self-concept and expectations for success. Even when young women are hired as faculty members, they are more likely to hold positions in the lower academic ranks than are men and they do not advance as rapidly up the career ladder. Women are often excluded from many of the opportunities that are available to men. Women faculty continue to be affected by the same myths and differential evaluation problems which may have limited their employment opportunities. Factors that account for women faculty earning less than do comparable male faculty are discussed. (SW)

ED 161 319 HE 010 526

Baca, Orlando G., Ed.

Postsecondary Education and the Hispanic Student.

Northern Illinois Univ., De Kalb.

Spons Agency-Illinois State Board of Higher Education, Springfield.

Pub Date-78

Note-50p.; Based on the proceedings of ``Proyecto Latino,'' a conference series

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Access to Education, Conferences, Cooperative Planning, Cultural Factors, *Educational Opportunities, *Equal Education, Ethnic Groups, *Interinstitutional Cooperation, Needs Assessment, Planning Meetings, Postsecondary Education, Problem Solving, School Community Relationship, *Spanish Speaking, *Student Needs, Student Problems

This publication is based on a conference series designed to foster interinstitutional cooperation to provide equality of educational opportunity for the culturally and linguistically different Hispanic student. A wide gap exists between levels of educational attainment for the total population and those for the Spanish speaking. The conference series began with a discussion of the problems faced by the culturally and linguistically different student. Thirty-seven recommendations are offered for equalizing educational opportunity, and problems are listed which project participants rank as being the 10 most significant among those discussed. Program goals were to establish cooperative efforts with local community participation relevant to the educational needs of the Spanish-speaking student, to inventory current research specific to institutional service areas, to generate additional data needed for problem solving and program planning, and to publish and distribute research findings and recommendations. Listings are provided of guest speakers of the conferences and the title of presentations, selected programs of community organizations and colleges and universities, and resource people. (SW)

ED 161 338 HE 010 564

McLaughlin, Gerald W. And Others

Balancing Computer Resources with Institutional Needs. AIR Forum Paper 1978.

Pub Date-May 78

Note-19p.; Paper presented at the annual Association for Institutional Research Forum (18th, Houston, Texas, May 21-25, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*College Administration, Computer Assisted Instruction, *Computer Oriented Programs, *Computers, Data Analysis, Data Collection, Data Processing, Higher Education, Institutional Research, *Management Information Systems, *Needs Assessment, Questionnaires, *Research Needs

To estimate computer needs at a higher education institution, the major types of users and their future needs should be determined. In a large or complex university, three major groups of users are typically instructional, research, and administrative. After collecting information on the needs of these users, the needs can be translated into machine characteristics and capabilities. The two major instructional uses of computers are computer-assisted instruction and developing and grading tests. Three types of research activities for which a computer is required are data processing, scientific analysis, and utility utilization. Administrative uses of computer services involve maintenance, analysis, and reporting from large data bases. A questionnaire that can be used to collect data on computer needs from the three major users is included. A discussion about making projections of future needs from estimates of use is presented. (SW)

ED 161 359 HE 010 589

Romney, Leonard C. Bogen, Gerald K.

Faculty Productivity: Behavioral Considerations. AIR Forum Paper 1978.

Pub Date-May 78
Note-30p.; Paper presented at the annual Association for Institutional Research Forum (18th, Houston, Texas, May 12-25, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Affective Tests, College Environment, *College Faculty, *Data Collection, *Faculty Development, Interaction Process Analysis, *Productivity, *Teacher Behavior, *Teaching Conditions, Teaching Skills
Identifiers-Nemiroff Ford Conceptual Contingency Model

Based on the assumption that behavioral aspects of faculty productivity are often not considered in development efforts, it is proposed that data collection to support the enhancement of faculty productivity should account for the behavioral dimension. Research concerning faculty productivity is reviewed, and it is concluded that the entire work environment must be considered in order to affect productivity. To enhance productivity, consideration should be given to the needs and skills of the individual, the goals and structure of the institution, the demands upon the faculty member from his environment, and the specific nature of the task(s) to be accomplished. Faculty productivity enhancement efforts are best characterized as contingency programs, dependent upon the unique interactions of task, organization, individual, and environment. Dimensions of faculty productivity are examined using a modified version of the Nemiroff-Ford Conceptual Contingency Model. A comprehensive information structure that could be used as the basis for data collection efforts related to faculty productivity is outlined. (SW)

ED 161 379 HE 010 612

Jones, Leighton D. Trautman, DeForest L.

Multi-Level Information Systems. AIR Forum Paper 1978.

Toledo Univ., Ohio.

Pub Date-May 78

Note-18p.; Paper presented at the annual Association For Institutional Research Forum (18th, Houston, Texas, May 21-25, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Budgeting, *College Planning, Data Bases, *Data Collection, Decision Making, *Display Systems, Educational Administration, Faculty Workload, Higher Education, *Information Needs, Information Retrieval, *Management Information Systems, Models

Identifiers-*Higher Education Planning System, *University of Toledo OH

To support informational needs of day-to-day and long-range decision-making, many universities have developed their own data collection devices and institutional reporting systems. Often these models only represent a single point in time and do not effectively support needs at college and departmental levels. This paper identifies some of the more prevalent problems encountered with higher level information models and discusses Higher Education Planning Systems (HEPS) as a viable alternative that will serve all organizational levels. HEPS's reports are produced at several levels of aggregation and display data for several time periods. A technical overview of the HEPS subset is presented as implemented by the University of Toledo, utilizing data from the College of Business Administration. Costing methodology is the fulcrum of a planning process designed to affect budgeting. The manner of recording courses that span multiple instructional levels and the method of representing faculty work load are essential to costing the components of instruction. Two methods of recording faculty work load were tested in HEPS: (1) assigned work load and (2) diary type of work load. Reactions and comments from different levels within the University and proposed future uses for this system are discussed. (Author/JMD)

taken into account. (Author/MSE)

ED 161 399 HE 010 633

Clark, David H.

Towards Measuring the Success of Occupational Education. AIR Forum Paper 1978.

Pub Date- May 78

Note-14p.; Paper presented at the annual Association for Institutional Research Forum (18th, Houston, Texas, May 21-25, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Cost Effectiveness, Educational Accountability, *Educational Benefits, Educational Objectives, Employment Patterns, *Employment Potential, Employment Qualifications, Followup Studies, Higher Education, Income, *Institutional Research, *Measurement Techniques, Socioeconomic Status, Success Factors, *Vocational Education

Identifiers-*Education and Work

An important objective of many educational institutions is to prepare students for work. School officials need a ``good'' measure to know how effectively and efficiently their programs are meeting this objective. Three commonly used measures of measuring a school's performance are placement rates, the proportion of graduates in education-related jobs, and the internal rate of return. None of these three meet the criteria for a ``good measure set out in this paper. Placement rates are too limited to be of any use. There are operational problems with the work-relatedness test but most importantly there is no consideration of costs. Rate of return is the best measure in concept but there are severe operational problems. A fourth measure, sometimes called the income-ratio, is suggested as an alternative. The ratio incorporates many of the good features of the usual measures and appears to provide the needed information and to meet the criteria of a ``good'' measure. (Author)

ED 161 420 IR 006 260

Ahmed, K. Dickinson, C. J.
MCAID A Generalized Text Driver.
Pub Date-Oct 77
Note-17p.; Paper presented at the Annual Meeting of the Association for the Development of Computer Based Instructional Systems (Dallas, Texas, March 1-4, 1978); For related document, see IR 006 231 ; Parts of appendix may not reproduce clearly
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Computer Assisted Instruction, Computer Programs, Flow Charts, *Instructional Systems, *Medical Education, Physiology, Simulation, *Systems Development
Identifiers-*McMaster Computer Aided Instructional Delivery, McMaster University (Canada)

MCAID is a relatively machine-independent technique for writing computer-aided instructional material consisting of descriptive text, multiple choice questions, and the ability to call compiled subroutines to perform extensive calculations. It was specially developed to incorporate test-authoring around complex mathematical models to explore a specific subject area, thus combining two broad categories of computer assisted instruction (CAI): programmed text and simulation programs. The text material and the associated branching information are contained on the text-file; computational routines reside in the compiled library. The MCAID driver, which monitors overall control, is programmed in FORTRAN and can be adapted to other programming languages. The driver, however, relies heavily on the ability to perform random access read/write on a card-image disc file, which contains all the test material and the branched logic. The driver has been successfully used at McMaster University to develop teaching and evaluation programs around complex physiological models. It has also been used to adapt CAI material developed elsewhere to a mini-computer. A simplified flow chart of the driver and examples of a typical test file and a typical student dialogue are appended. (Author/VT)

mechanisms, leadership, evaluation, and technical assistance. An overview of the NIE program is followed by individual state reports. A summary chapter then examines similarities and differences among the projects. Collectively, the report presents a compilation of dissemination practices and change strategies which are being used in the development of a nationwide dissemination network. A glossary of terms, annotated bibliography of documents consulted in the preparation of this report, and an interview guide used during the state visits are appended. This is the first of five reports on Phase I of NTS's preparation study for a full scale evaluation of the program. (Author/JPF)

ED 161 444 IR 006 552

Madey, Doren L. And Others
1977 State Abstracts: The State Capacity Building Program.
National Testing Service, Inc., Durham, N.C.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Sep 77
Contract-400-76-0166
Note-69p.; For related documents, see IR 006 551 and EC 142 191
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Abstracts, Change Strategies, Educational Needs, *Educational Practice, Educational Resources, *Information Dissemination, Information Services, Networks, *Program Descriptions, Program Evaluation, *State Departments of Education, *State Programs

These abstracts were prepared for three purposes: (1) to provide NIE and the states with an indication of NTS's familiarity with specific projects; (2) to provide NIE, the states, and other audiences with programmatically useful information about the State Capacity Building Program; and (3) to support design development for NTS's evaluation study of the program. The first of three sections provides an introduction and overview of the purposes and scope of the report; the second section presents abstracts for the 24 states with capacity building projects funded by NIE during 1975 and 1976; and part 3 contains a glossary of abbreviations, acronyms, and terms utilized in the report. Each two-to-three page abstract was prepared using a standard format and contains six major topic headings: Context, Information Resources, Linkage, Leadership, Clients, and Total Configuration. The report reveals that while each state is committed to building its dissemination capacity, variation is evident in the ways in which they proceed; the program is designed to foster such variation. This is the second of five reports on Phase II of NTS's preparation study for a full scale evaluation of the program. (Author/JPF)

ED 161 467 JC 780 536

Selected Characteristics, Classified & Unclassified (Regular) Students; Community Colleges, Fall 1978.

Hawaii Univ., Honolulu. Community Coll. System.
Pub Date-Oct 78
Note-29p.; Table IV has been deleted due to irreproducibility. Other tables may reproduce poorly due to small size of type
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Age, College Credits, *College Majors, Community Colleges, Enrollment, Enrollment Rate, *Enrollment Trends, *Junior Colleges, *Junior College Students, Part Time Students, Statistical Data, *Student Characteristics
Identifiers-*Hawaii

Fall 1978 enrollment data for Hawaii's community colleges and data on selected characteristics of students enrolled in regular credit programs are presented. Of the 27,880 registrants, 74% were regular students, 1% were early admittees, 6% were registered in non-credit apprenticeship programs, and 18% were in special programs. Regular student enrollments for the community college system showed less than a 1% decrease from the previous year, with continuing trends toward numeric and proportional increases of women and part-time students. The mean age of students increased to 24.8 years, though the median age was 20.9. Full-time equivalent headcount ratios declined over the years, indicating that students were taking lighter credit loads (10.3 for all students, 13.8 for full-time students). Little change was revealed in student majors: liberal arts majors continued to comprise 47% of the enrollment, vocational education majors, 45%, and unclassified students, 9%; programs showing enrollment increases were agriculture, applied trades, aviation maintenance, commercial baking, diesel mechanics, food services, graphic arts, and nursing; programs showing decreases included electricity and medical assisting. Over 50% of the regular students were enrolled the previous semester; of the 30% who were first-time college students, 75% were high school graduates. Appendices contain definitions of student-related terms and distributions of majors by program. (MB)

Marketing Plan 1978.
Harford Community Coll., Bel Air, Md.
Pub Date-78
Note-41p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Ancillary Services, Community Colleges, Community Services, *Delivery Systems, Educational Administration, Educational Objectives, *Information Dissemination, *Junior Colleges, *Marketing, Organizational Communication, Program Evaluation, *Publicize, Public Relations, Student Personnel Services, Student Recruitment

To assure the continued and successful contribution by Harford Community College to the greatest number of citizens in its service area, a marketing plan for the college's educational services was developed. The first stage in the plan, service, includes: support services at off-campus locations, services for evening and Saturday classes, liaison with off-campus locations, registration for international education courses, telephone system, recruiting senior citizens, administration after 5:00 p.m., course cancellation, early recruitment of high school students, registration, self-advisement, admissions, information dissemination, and public transportation. The second stage, the promotion of the college, involves: the catalog, faculty and staff marketing efforts, public service announcements, recognition of successful alumni, service staff development regarding public contact, secondary school relations, recruitment and promotional materials, and mass media publicity. The third stage, delivery, includes: communication of course requirements to students, evaluation of student progress, condition of facilities, comprehensive development program, on-line student services management system, computer-based vocational information system, program assessment procedures, special sessions, career development center, counseling services, attrition, and retention. The final stage is an ongoing system of data gathering, market research, and evaluation to measure the effectiveness of the marketing plan. Problems and recommended actions are discussed in each stage. (RB)

of communicated ideas in order for learning to succeed. (MB)

ED 161 506 JC 780 589

Beausang, Kenneth R.

The Place of Moral Education in the Curriculum of a Community College.

Pub Date-21 Mar 77

Note-56p.; Ed. D. Practicum, Nova University. Pages 47-62, containing the practicum proposal and related materials, have been deleted due to irreproducibility

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-*College Curriculum, College Faculty, Community Colleges, Curriculum Development, *Ethical Instruction, *Ethics, *Junior Colleges, Literature Reviews, *Moral Development, Moral Issues, School Surveys, Social Change, Social Values, Teacher Attitudes, Teacher Influence, Teacher Role, Values

The place of moral education in the curriculum of Black Hawk College (Illinois) is considered in terms of a review of the literature and the results of a questionnaire survey assessing faculty opinion on the topic. The rationale for moral education is seen in three current trends: (1) change from a small, stable, traditional society to a complex, technologically productive society; (2) excessive emphasis on individualism; and (3) the rapid rate of change and the resulting pluralistic value system. Objectives of moral education include the development of students' feelings of self-worth and social consciousness, of their understanding of secularization, their awareness of individual values, and their ability to correct contradictions in their value system and to transfer cognitive understanding into moral conduct in society. The methods of moral education and the influence of the teacher and the institution on these objectives are also considered. The findings from the survey of full-time faculty at the college suggested strong support for moral education in the curriculum. The educational methods rated most effective were exchange between students and teacher, and the influence of the teacher's example. While ethics courses were considered to be ineffective, there was a great deal of ambivalence as to how moral development could be accomplished. Recommendations for faculty and curriculum improvement are included. (MB) effectively in early childhood and intermediate classrooms. Role play requires the child (1) to listen and observe peer talk and action and to use language memory, attention and concentration behaviors; (2) to negotiate the implementation of roles; and (3) to use life experiences in order to act out people and situations. Role play also gives the child an understanding of what people do and say in life situations, encourages communication by body movement and manipulation of puppets, and facilitates language listening, recall of printed materials and retelling of what has been heard. To develop language through role play, teachers can use both classroom and child focused strategies. The classroom should provide an array of materials from which appropriate objects can be selected and materials chosen which can be used in multiple ways. Suggested teacher interventions range from indirect guidance through selective intervention in child initiated role play to direct management of the role play activity. (RH)

ED 161 525 PS 010 143

O'Keefe, Ann
What Head Start Means to Families.
Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Pub Date-9 Aug 78
Note-72p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Demonstration Programs, Early Childhood Education, Exceptional Child Services, *Family Programs, *Family School Relationship, Health Services, Parent Education, *Parent Participation, *Preschool Programs, Program Evaluation, School Community Relationship, *School Services, Social Services
Identifiers-Child and Family Resource Program, Home Start, *Project Head Start, Parent Child Centers

This paper describes Head Start services to parents and families involved in the Head Start program, what the program impact has been on these families, and the goals, services, and accomplishments of other family-focused Head Start programs. There are 14 sections, most of them brief. The sections discuss sources of data information, Project Head Start Performance Standards, and ways parents contribute to the functioning of the program as decision-makers, home educators and employees. Program-community relations, service benefits to handicapped children and their parents, and gains parents receive from participating in the program are noted. Also described briefly are post Head Start parent activities in the school and community. An extensive review of the historical impact of the program on parents and families is also presented and documented with research study results. The last section focuses on 3 special Head Start demonstration programs (Parent Child Centers, Home Start, and the Child and Family Resource Program). (SE)

Start (NHS) program this third year interim report of case studies describes program efforts and successes with 16 Home Start families throughout the nation. A federally funded demonstration program, NHS is aimed at providing home-based services (such as health, education, nutrition, psychological/social services) to families with preschool children. Brief case studies are presented for one family in each of the following areas: (1) Alabama; (2) Alaska; (3) Arizona; (4) Arkansas; (5) California; (6) Kansas; (7) Massachusetts; (8) Nevada; (9) New York; (10) North Carolina; (11) Ohio; (12) Tennessee; (13) Texas (Houston); (14) Texas (Texas Migrant Council); (15) Utah; and (16) West Virginia. Each of the 16 sections presents demographic information about program participants, staff and resources using tabular statistics and graphs. A brief narrative of individual family accomplishments within the program is presented and the program's operational procedures and methods of dealing with problems are examined. (SE)

ED 161 563 RC 010 681

Brown, Eddie F. Gilbert, Betty Beetso

Social Work Practice with American Indians. A Schema for the Identification and Inclusion of American Indian Content Into the Social Work Curriculum.

Arizona State Univ., Tempe.
Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.; Navajo Area School Board Association, Window Rock, Ariz.
Pub Date-78
Note-66p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-American Indian Culture, *American Indians, Bibliographies, College Faculty, Cultural Context, *Cultural Interrelationships, *Curriculum, *Degree Requirements, Educational Accountability, Graduate Study, Health, *Higher Education, Mental Health, Professional Training, Social Attitudes, Social Relations, Social Responsibility, *Social Work, Undergraduate Study

Through the Arizona Chapter of the Association of American Indian Social Workers, a panel of key social workers was selected to act as the American Indian Curriculum Task Force. The Task Force developed an appropriate schema whereby American Indian content areas relevant to social work could be identified, presented, and clarified. The four major American Indian content categories identified were: knowledge and skills in organization, planning and administration; knowledge of diverse tribal cultures and culturally relevant intervention skills; overall and specific knowledge of American Indian social policies, problems, and issues; and an awareness of self and social work practice in Indian communities. Among recommendations were that schools of social work within major Indian regions adopt a schema for inclusion of American Indian content into social work curriculum; that an Indian perspective include an American Indian Advisory Curriculum Committee; and that administrators of schools of social work make available to their faculty members resources according to the needs identified by the Curriculum Task Force. A 15 page selected bibliography on American Indians and social welfare is appended; areas covered include cultural influences, the family and children, aging, alcoholism, urban Indians, and education. (RTS)

policy-making bodies. Educational delivery at the community college level suffers unique problems because it takes place in a milieu of sparse population and limited opportunities for employment, cultural activities, and full social services. On the other hand, these colleges have a great opportunity to initiate and conduct programs and services to enhance educational, economic, cultural, recreational, and civic development in rural areas. It is recommended that the following principles adopted by the Task Force on Rural Community Colleges be circulated to public boards, agencies, legislatures, and Congress: (1) equal educational opportunity demands that public policy-making bodies provide for comprehensive curriculum and service programs in all community colleges regardless of size or geographic location; (2) equity in funding depends on allowing for higher operation costs per unit in smaller, rural community colleges; (3) accreditation evaluation should be done by representatives from peer institutions; (4) federal funds are not equalizing education for students of two-year colleges (in fact, existing inequalities are increasing); and (5) development of rural community college literature and a research base is vital. (RS)

ED 161 582 RC 010 799

SCDC Spanish Curricula Units. Science/Math Strand, Unit 1, Grade One, Teacher's Guide.

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Spanish Curricula Development Center, Miami Beach, Fla.
Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.
Pub Date-77
Note-262p.; Not available in hard copy due to sideways reading material; For related document, see RC 010 800
Available from-Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752 (Order No. 127-5, $4.50)
Language-Spanish; English
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Addition, *Bilingual Education, Classification, Classroom Environment, Color, Elementary School Mathematics, Elementary School Science, Geometric Concepts, Grade 1, Instructional Materials, *Learning Activities, Learning Modules, *Mathematics Curriculum, Measurement, Number Concepts, Primary Education, *Science Curriculum, Science Materials, Set Theory, Space Orientation, *Spanish Speaking, Subtraction, *Teaching Guides

Each of the four kits in this teacher's guide to a Spanish science/math strand for first graders provides for the development of mathematical competencies needed to function in science. Instructional and assessment activities in the bilingual curriculum are pupil centered, and contents are designed to enable the child to develop skills in the processes of observing, communicating, using numbers and spatial relationships, classifying, and measuring. Activities support a basic theme of the child in relation to the classroom. The guide details the focus, objective, and materials for each learning activity in English and Spanish; teacher instructions are in Spanish. The kits, each designed for a period of two to three weeks, contain the following instructional activities: identifying, naming, and producing primary and secondary colors and color combinations; comprehending, manipulating, and comparing sets, equivalent and nonequivalent; naming, classifying, and identifying basic geometric shapes, numbers, and colors; identifying and using numerals 0 to 9, and the plus, minus, and equal signs; building a foundation for accurate measurement; identifying and using ordinal numbers (first to eighth); adding and subtracting numerals 0 to 6 in horizontal and vertical algorithms. (RS) concern for preservation of cultural values and for development assistance based upon the principle of ``indigeniety''. (JC)

ED 161 599 RC 010 849

Liberty and Justice for All.

South Dakota State Advisory Committee to the U.S. Commission on Civil Rights.

Pub Date-Oct 77

Note-80p.; Parts marginally legible due to small type

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-Alcoholism, *American Indians, *Civil Rights, Community Attitudes, Court Litigation, *Courts, Criminals, Culture Conflict, Discriminatory Attitudes (Social), *Due Process, *Justice, *Law Enforcement, Lawyers, Legal Problems, Police, Police Action, Search and Seizure

Identifiers-*South Dakota, State Courts

In order to assess the quality of justice available to Native Americans in Pennington and Charles Mix counties, South Dakota, investigations were conducted from June through November 1976 with a two-day informal hearing and 130 interviews around the state. Despite progress made during the last few years, Indian people continue to face problems in South Dakota's criminal justice system which place them at a severe disadvantage. Evidence exists of widespread abuse of police power throughout the state, including selective law enforcement, search and arrest without cause, harassment and brutal treatment, arrest of intoxicated persons on disorderly conduct charges, and simple discourtesies. Inexperience, difficulties in communication, and inherent conflicts of interest on the par[illegible] defense attorneys often hamper Native American defendants. Rarely do Native Americans serve on juries. This, along with prejudicial attitudes of juries, makes it very difficult to obtain an impartial jury. State-imposed trial delays, a high number of guilty pleas, and possible abuse of the plea bargaining system also testify to inadequacies in the criminal justice system. Twenty-two recommendations are made to alleviate disparities. These include hiring more Native Americans as law enforcement officers to improve communication, reviewing complaints of police misconduct, improving treatment and rehabilitation of alcoholics, training and employing Native American paralegal personnel to assist Indian defendants, and broadening the jury selection system to include a representative proportion of Native Americans on jury panels. (AUTHOR/DS)

ED 161 616 RC 010 898

SCDC Spanish Curricula Units. Science/Math, Unit 10, Grade 3, Supplement & Ditto Packet.

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Spanish Curricula Development Center, Miami Beach, Fla.

Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.

Pub Date-77

Note-137p.; Not available in hard copy due to sideways reading material; For related document, see RC 010 897

Available from-Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752 (Order No. 275-1, $3.00)

Language-Spanish; English

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Bilingual Education, Division, Elementary School Mathematics, Elementary School Science, Grade 3, Instructional Aids, Instructional Materials, *Mathematics Materials, Measurement, Multiplication, Physical Environment, Primary Education, *Science Materials, *Spanish, Spanish Speaking, Student Evaluation, *Visual Aids, *Worksheets

Identifiers-Ditto Masters

A supplement and ditto packet for use with unit 10 of the bilingual science/math strand developed for grade three contains both visuals for classroom use and worksheets for students which may be reproduced for individual seatwork. The timetable for when these materials are to be used is given in the teacher's guide for this unit. Instructional aids for kits 37-40 pertain to such science concepts as change, adaptation to environment, conservation, systems (solar system), gravity, and variation among animal species and a balanced diet. Math materials encompass multiplication and division, measurements, lines, angles, and practice with bank checks and bank books. All classroom materials are in Spanish. These supplementary materials support both instruction and assessment activities in the kits, each of which is designed for a teaching period of two to three weeks. (RS)

seasons, kinds of clothing, and weather conditions. Each kit within the unit is designed for a period of instruction of two to three weeks. Language on materials for classroom use is in Spanish. (DS)

ED 161 633 RC 010 915

SCDC Spanish Curricula Units. Social Science, Unit 6, Grade 2, Teacher's Guide.

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Spanish Curricula Development Center, Miami Beach, Fla.

Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.

Pub Date-77

Note-199p.; Not available in hard copy due to sideways reading material; For related document, see RC 010 916

Available from-Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752 (Order No. 201-8, $4.50)

Language-Spanish; English

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Bilingual Education, Community Characteristics, Conflict Resolution, Cultural Differences, Cultural Factors, Culture Conflict, Democratic Values, Environmental Influences, Ethnic Groups, Grade 2, Instructional Materials, *Learning Activities, Learning Modules, *Neighborhood, Primary Education, *Social Sciences, Spanish, *Spanish Speaking, Spiral Curriculum, Student Evaluation, *Teaching Guides

The social science strand of unit six for second graders expands the conceptual field of the child from the school as a community to the neighborhood as a community. Both instructional and assessment activities are featured in the four kits of this teacher's guide. Focus, objectives, and materials for each activity are given in English and Spanish, with teacher instructions only in Spanish. Instructional activities in Kit 21 deal with the basic concepts of interdependence, cooperation, values and societal control as the children identify occupations, the elements of a neighborhood, kinds of neighborhoods, and ways families contribute to the welfare of other community members. Kit 22 deals with tradition and causality as children identify old but useful things in the neighborhood, report on changes, and explore the cause-effect relationship. Kit 23 works with the concepts of conflict and differences as it makes the child aware that neighborhoods are composed of people who think differently and have different ethnic and cultural backgrounds. The child identifies ways groups settle differences and learns how minorities can influence the democratic process. Kit 24 seeks to make the child aware that he can initiate change as it studies the basic concepts of cultural change and modification. (DS)

*Music Education, Primary Education, Singing, Spanish, *Spanish Speaking, Spiral Curriculum, Student Evaluation, *Teaching Guides, Vocal Music

One of 10 basic instructional units developed for Spanish-speaking children at the primary level, this bilingual fine arts unit, consisting of kits 29-32, has as its theme the extended community''. Learning and assessment activities support the spiraling question of how change occurs. Focus, objective, and materials for each of the activities is in English and Spanish; teacher instructions are in Spanish. Kits cover the language of music; relative position of ascending and descending notes; note names; graphic interpretation of rhythm patterns; art media; dance; expressive qualities of sound, timbre, and pitch; improvisation of rhythms; the introduction and coda of a song; musical notation; melodic contour; creative dramatics; aesthetic expression; theatrical production; and orchestra instruments. Also included are songs and their words about the Mayans, the Incas, Japan, parents' country of origin, celestial bodies, clouds, and ethnic and cultural themes. Unit eight also includes a cassette recording of vocal and instrumental selections (available separately from the Dissemination Center). (RS)

algorithm and a record sheet. (MP)

ED 161 672 SE 024 944

Weaver, J. F.

Calculators and Unary Operations: A Position Paper with Instructional Suggestions. Project Paper 77-7.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Report No.-WRDCCL-PP-77-7

Pub Date-Dec 77

Contract-NE-C-00-3-0065

Note-22p.; Report from the Studies in Mathematics Work Group; For related documents, see SE 024 942-943

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Algorithms, Calculation, Discovery Learning, *Educational Research, *Instruction, Learning Activities, *Mathematics, Secondary Education, *Secondary School Mathematics

Identifiers-*Calculators, Computation, Functions, *Number Operations

Investigating properties and characteristics of unary operations is shown to be facilitated by using calculators. Several avenues for instructional exploration are suggested and examples given. These include questions relating to relations, inverses, commutativity, distributivity, and iterations. A discussion of the calculator algorithm for exploring each question is included. (MP)

ED 161 695 SE 025 118

Moon, Donald K.

Development and Exchange of Instructional Resources in Water Quality Control Programs, III: Selecting Audio-Visual Equipment.

Charles County Community Coll., La Plata, Md.

Spons Agency-Environmental Protection Agency, Washington, D.C. Office of Water Programs.

Pub Date-74

Grant-EPA-900253

Note-25p.; For related documents, see SE 025 117-119; Contains numerous marginal legibility

Available from-ERIC Clearinghouse for Science, Mathematics, and Environmental Education, The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (on loan)

Document Not Available from EDRS.

Descriptors-*Audio Equipment, *Audiovisual Aids, Criteria, *Equipment Evaluation, *Instructional Materials, *Media Selection, Projection Equipment, Tape Recorders, Teaching Guides, Videotape Recordings

This document is one in a series of reports which reviews instructional materials and equipment and offers suggestions about how to select equipment. Topics discussed include: (1) the general criteria for audio-visual equipment selection such as performance, safety, comparability, sturdiness and repairability; and (2) specific equipment criteria for items such as movie projectors, slide projectors, overheads, tape recorders, and video tape machines. A glossary of audio-visual terms is included for reference. The guide was developed for instructors in water quality and wastewater treatment programs, but would be useful for others. (CS)

ED 161 721 SE 025 185

Page, Lou Williams Page, Thornton

Apollo-Soyuz Pamphlet No. 5: The Earth from Orbit. Apollo-Soyuz Experiments in Space.

National Aeronautics and Space Administration, Washington, D.C.
Report No.-NASA-EP-137
Pub Date-Oct 77
Note-66p.; For related documents, see SE 025 181-189; Photographs may not reproduce well; Contains occasional marginal legibility in Figures
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 033-000-00688-8; Available in sets only - $10.00)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Aerospace Education, College Science, *Earth Science, Higher Education, *Instructional Materials, Learning Activities, *Physical Sciences, *Science Education, Secondary Education, Secondary School Science, Space Sciences, *Supplementary Textbooks
Identifiers-National Aeronautics and Space Administration

This booklet is the fifth in a series of nine that describe the Apollo-Soyuz mission and experiments. This set is designed as a curriculum supplement for high school and college teachers, supervisors, curriculum specialists, textbook writers, and the general public. These booklets provide sources of ideas, examples of the scientific method, references to standard textbooks, and descriptions of space experiments. There are numerous photographs and diagrams, as well as questions for discussion (with answers) and a glossary of terms. This pamphlet discusses observations of the earth's surface from space, aerosols that affect climate and weather on earth, and the oxygen and nitrogen in the outer atmosphere. (MA)

ED 161 746 SE 025 214

Schlenker, Richard M. Qureshi, Zahir

The Current State of Secondary School Marine Science Education in the United States.

Pub Date-78

Note-10p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Educational Research, Enrollment Trends, *Marine Biology, *National Surveys, *Oceanology, *Science Education, *Secondary Education, Secondary School Science, Surveys

Identifiers-Research Reports

Information was requested in late 1976 and early 1977 from the Departments of Education of each of the 50 states and Puerto Rico on the current status of secondary school marine science education. Thirty-five states and Puerto Rico responded. Some of the results are as follows: (1) Marine science assignments accounted for 1.94% of the total number of secondary school science teachers; (2) There were 1,591 teachers teaching marine science courses, an increase of 1,236 over the number reported in 1973; (3) Nationwide, 48 schools offered marine science instruction with 442 classes and an enrollment of 13,696 students; and (4) Dramatic increases in marine science education were noted in seven states. (BB) theory of learning is necessary lexically prior to a theory of instruction is drawn. Finally, the Modified Piagetian Clinical Interview (MPCI) is outlined and suggested as a method to probe and assess children's cognitive structures. Thus, the MPCI is offered as one technique which bridges both teaching and learning theories. (Author/BB)

Descriptors-Blacks, Caucasians, *Change Agents, *Changing Attitudes, Comparative Analysis, Educational Background, *Females, Higher Education, Longitudinal Studies, Marital Status, *Marriage, Occupational Aspiration, Race Influences, Relationship, Secondary Education, Statistical Analysis, *Trend Analysis

The paper examines trends of postponement of marriage among women in their early twenties. Data for the study were taken from a national longitudinal study of 5,159 women (ages 14 to 24) who were interviewed from 1968 to 1975. The author specifically examined the young women for three characteristics: current employment status, level of education, and long-run expectations about labor force participation. Between 1969 and 1975 the proportion of single women in their early twenties who planned to be housewives decreased sharply. Consequently, the change in future work plans reduced the chances that a woman in her early twenties would marry in the next few years. Previously, single women in their early twenties who had more education were more likely to marry in the near future. Yet because the decline in those planning to be housewives was greater for women with more education, women whose level of education gave them a stronger marriage market position were more likely to change their future work plans in a way which reduced their probability of marriage. The author compares aspects of this trend among black and white women, and explores implications of the shift in work expectations for other changes in family life. (Author/AV)

research issues. Chapter II reviews the Federal Reports Act which governs the process of information creation and collection by federal agencies. Two sections discuss the Act's ramifications for research sponsored by executive federal agencies and by independent federal regulatory agencies. Chapter III summarizes regulations protecting the human subject during data collection. It specifically focuses on issues of human subjects at risk, informed consent, prisoner research, research involving children, and educational and social science research. Regulations concerning storage and disclosure of data are reviewed in chapter IV. These regulations include the Privacy Act of 1974, the Freedom of Information Act, and the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment, and Rehabilitation Act. Chapter V reviews sanctions for non-compliance under the Federal Reports Act, the Privacy Act of 1974, alcohol abuse research, Department of Health, Education, and Welfare human subject regulations, and research sponsored by the Law Enforcement Assistance Administration. (AV) appended. (JD)

ED 161 829 SP 013 109

Tepper, Sheri S.
So You Don't Want to be a Sex Object. Revised Edition.
Pub Date-77
Note-20p.
Available from-Rocky Mountain Planned Parenthood, Inc., 1852 Vine Street, Denver, Colorado 80206 ($1.60)
Document Not Available from EDRS.
Descriptors-*Females, Instructional Materials, *Interpersonal Relationship, *Personal Values, Quality of Life, Secondary Education, Self Esteem, Sex Education, Sex Stereotypes, *Sexuality

Advice is given for young women who desire independence and self-respect. Establishing and maintaining satisfactory relationships with men is discussed. (JD)

ED 161 853 SP 013 244

Cooper, Myrna

Collaborating in In-Service Education: A Teacher's Perspective. Occasional Paper Number One.

California State Dept. of Education, Sacramento. Office of Staff Development.

Pub Date-77

Note-12p.; Originally published in ``Teacher Corps Reports: Inservice Involvement Processes,'' produced under federal government contract by Fordham University.

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Cooperative Planning, Cooperative Programs, *Delivery Systems, Guidelines, *Inservice Programs, *Inservice Teacher Education, *Interinstitutional Cooperation, Staff Improvement, State Departments of Education, Teacher Associations, Teacher Centers

To appreciate the promise inherent in a wholesome collaborative approach to inservice teacher education, it is helpful to understand why it is necessary, how monolithic approaches to inservice education fall short of the mark, what obstacles already have been erected to make collaboration difficult, what problems must be solved to achieve successful collaboration, and what attitudes among collaborators will create the right environment for the collaborative effort. The practicing teacher is not likely to find most prevailing inservice systems (college courses, staff development programs, and teacher centers) adequate, and many examples show that inservice systems are less responsive to change than the society in which they exist. Collaboration as an alternative is faced with attitude problems and a lack of enthusiasm, as well as university policy of discouraging teacher organization participation. The benefits, however, are obvious; inservice education can only be made whole if a means is found to expand the limits of unilateral perception by the integration of all points of view. (DS)

ED 161 544 PS 010 197

Nauta, Marrit J.

National Home Start Evaluation: Field Procedures Manual.

Abt Associates, Inc. Cambridge, Mass.; High/Scope Educational Research Foundation, Ypsilanti, Mich.

Spons Agency-Office of Child Development (DHEW), Washington, D.C. Early Childhood Research and Evaluation Branch.

Pub Date-75

Contract-DHEW-105-72-1100

Note-90p.; For related documents, see ED 069 439-441, ED 091 074, ED 091 081, ED 092 225-229, and PS 010 196 ; Parts of appendix marginally legible due to print

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-Administration, *Data Collection, Demonstration Programs, *Home Programs, Home Visits, Interviews, *Manuals, Preschool Education, *Preschool Programs, *Program Evaluation, Scheduling, *Testing

Identifiers-*Home Start Program

This field procedures manual for community interviewers and site coordinators, one of a series of documents on the evaluation of the National Home Start program (NHS), describes specific testing procedures for collecting family data. A federally funded demonstration program, NHS is aimed at providing home-based services (such as health, education, nutrition, psychological/social services) to families with preschool children. The manual includes (1) preparation of materials and staff procedures before evaluation begins; (2) ongoing scheduling procedures; (3) procedures to be followed for each evaluation visit, including preparation of materials and testing instructions; (4) test monitoring procedures; (5) field logistics; and (6) exhibits of parent letters, assignment sheets, master schedules, an inventory, and a log sheet. The appendices include preliminary evaluation results, general testing and interviewing practices, examples of problem situations and how to handle them, and monitoring and performance evaluation forms. (SE)

ED 161 772 SO 011 041

Haley, Frances McCormick, Regina

Directory of Social Studies/Social Science Service Organizations. Second Edition.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-7[illegible]

Note-156p.[illegible] For a related document, see ED 115 519

Available from-Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302 ($5.95, papercopy)

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors-*Directories, Elementary Secondary Education, Higher Education, *Organizations (Groups), Professional Associations, *Services, *Social Sciences, *Social Studies

A reference for teachers, administrators, and social scientists, this directory contains descriptions of 213 social studies/social science service organizations. Entries are listed alphabetically by organization name and provide information on type of service offered, educational level, purpose, current projects, publications, and geographic area served. The directory also contains lists of cross-references to the organization descriptions for executive officers, geographic area served, grade level, services, and subject area. The directory concludes with a list of publishers of social studies/social science curriculum materials. Information contained in the directory was obtained in 1978. (AV)

ED 161 810   SO 011 286

Managing Change. Penney's Forum, Fall/Winter 1978.

J.C. Penney Co., Inc., New York, N.Y.

Pub Date-78

Note-36p.; Not available in hard copy from EDRS due to small type size and colored paper in original document

Available from-Educational Relations Department, J.C. Penney Company, Inc., 1301 Avenue of the Americas, New York, New York 10019 ($1.25, paper cover)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Adult Education, Attitudes, Behavioral Objectives, *Behavior Change, Behavior Rating Scales, *Change Agents, *Change Strategies, *Consumer Education, Educational Resources, Guides, Problem Solving, *Role Perception, *Self Concept, Self Concept Tests

Forum, published twice yearly, is one of a group of educational publications and teaching units provided for consumer educators as a public service by J.C. Penney Company and obtainable from a local store manager or J. C. Penney, 1301 Avenue of the Americas, N.Y. 10019. Since many people function as change agents, this issue was developed to bring together as much information as possible on the nature of change to help those involved in change efforts to be more effective in their roles. The articles include self-analysis instruments on one's attitudes toward change and trust, strategies for helping people convert controversy into creative change, and a six-step process for creative problem solving. Other topics are change agents as advocates or methodologists, stress and the agent of change, conflict as a climate for growth, and experiencing change in regard to self-knowledge. A worksheet for planning personal change efforts is included, with an annotated bibliography of materials dealing with affecting personal change and change in others. Also included are a list of resources in consumer education available on free loan from J. C. Penney and a descriptive order form for all their consumer education materials. (DL)

ED 161 651 RC 010 942

SCDC Spanish Curricula Units. Fine Arts Strand, Unit 8, Grade 3, Supplement & Ditto Packet.

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Spanish Curricula Development Center, Miami Beach, Fla.

Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.

Pub Date-76

Note-188p.; Not available in hard copy due to sideways reading material; For related document, see RC 010 941

Available from-Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752 (Order No. 242-5, $2.50; readers $0.25 each)

Language-Spanish; English

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Bilingual Education, Childrens Literature, Cultural Education, *Fine Arts, Grade 3, Instructional Aids, Instructional Materials, Learning Activities, Music Activities, Musical Instruments, *Music Education, Primary Education, Singing, *Spanish, Spanish Speaking, *Visual Aids, *Worksheets

Identifiers-Ditto Masters, Song Books

Support materials for unit eight of a bilingual fine arts strand developed for the third grade include four small song books, a supplement of instructional aids, and a ditto packet. The timetable for use of these materials is given in the teacher's guide corresponding to this instructional strand (kits 29-32). Song books have color illustrations to accompany the words, music, and guitar chords of each song. Instructional aids are designed to help the teacher present instruction and assessment activities in the guide and to help stimulate oral language and conceptual development. Ditto masters are for making multiple copies of visuals and individual seatwork sheets for students. The supplementary materials include worksheets, maps, and pictures for teaching rhythm patterns, musical notation, the musical scale, songs on various social science and science themes, and orchestra instruments. All classroom materials are in Spanish. (RS)

Buffington, Kathryn M.

Assessment and Priority-Development for Environmental Education Resources on Jamesville Quarry, Allied Chemical Corporation. Final Report.

Allied Chemical Corp., New York, N.Y.; State Univ. of New York, Syracuse. Coll. of Forestry.
Pub Date-May 78
Note-112p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-*Educational Research, Elementary Secondary Education, *Environmental Education, *Natural Resources, Needs Assessment, *Program Descriptions, Program Development, *Program Evaluation, Reports, Science Education
Identifiers-New York

This report describes a project developed: (1) to assess the value of a quarry as a learning resource; (2) to identify and evaluate available instructional resources; (3) to produce instructional units and materials specific to the quarry; and (4) to make recommendations for implementation and development based on survey information. The Jamesville Quarry Environmental Education program is presented as a model that is applicable to the development of other environmental education programs with industrial sites as their focus. A bibliography is included. Appendices present survey forms and summaries of survey reports. (MA)

ED 161 791 SO 011 251

Changes in Social Studies Performance, 1972-76. Selected Results from the Second Assessment of Social Studies.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency-National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Report No.-NAEP-07-SS-01
Pub Date-Sep 78
Contract-OEC-0-74-0506
Note-65p.; Exhibits 5-7, 16-18, 22-24, and Figures 1-7 may not reproduce clearly in hard copy due to small type size of original document; Funding information on inside front cover has been removed by ERIC
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Academic Achievement, Age Groups, Comparative Analysis, *Educational Assessment, Educational Trends, Elementary Secondary Education, Knowledge Level, *National Surveys, Skill Development, *Social Studies, Student Attitudes, Student Characteristics, Tables (Data), Trend Analysis

The report presents data on changes in social studies achievement for young Americans aged nine, 13, and 17 during the period 1972-76. Data were collected through two surveys conducted by the National Assessment of Educational Progress during the 1971-72 and 1975-76 school years. Test items were categorized in three major areas: knowledge, skills, and attitudes. Four topics included under knowledge were economics, geography, history, and politics. Skill items dealt with ability to obtain and interpret information; questions about attitudes covered support for constitutional rights and respect for others. In this report, the first three chapters describe results for the three major areas. Each chapter includes a summary of changes in national performance, samples of the items used, and data for various population groups. Chapter four compares achievement for 13 and 17-year-olds. Overall results of the assessment revealed that nine-year-olds showed no statistically significant change in performance, and that 13 and 17-year-olds' performance declined. Seventeen-year-old Hispanic students and students living in the West displayed smaller declines than the nation as a whole. Although overall performance of blacks remained below that of whites, at age nine blacks showed more improvement than whites. At age 13 black performance remained the same while white performance declined. (Author/AV)

ED 161 830 SP 013 110

Tepper, Sheri S.

The Problem with Puberty....The Problem with Your Body.

Pub Date-76

Note-20p.

Available from-Rocky Mountain Planned Parenthood, Inc., 1852 Vine Street, Denver, Colorado 80206 ($1.60)

Document Not Available from EDRS.

Descriptors-*Adolescence, Attitudes, Family Life, Health, Human Body, Instructional Materials, Junior High Schools, *Males, *Maturation, *Self Concept, Sex Education, *Sexuality

The physical and mental problems facing the young adolescent male are discussed. (JD)

ED 161 339 HE 010 565

Garcia, Juan G. And Others

Budget Preparation and Inflation Prediction. AIR Forum Paper 1978.

Massachusetts Univ., Amherst. Office of Budgeting and Institutional Studies.

Pub Date-May 78

Note-21p.; Paper presented at the annual Association for Institutional Research Forum (18th, Houston, Texas, May 21-25, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Budgeting, *Cost Indexes, *Educational Economics, Educational Finance, *Expenditures, Higher Education, *Inflation (Economics), Institutional Research, Mathematical Formulas, Measurement Techniques, *Prediction, Predictive Validity, Predictor Variables, Research Projects, State Universities, Statistical Analysis, Trend Analysis, Unit Costs, University Administration

Identifiers-*University of Massachusetts Amherst

Price indices related to specific expenditure categories are necessary for realistic budget projections in higher education. Given the erratic inflationary behavior of the past seven years, and the uniqueness of higher education expenditures, realistic inflation prediction requires a balanced combination of analytic forecasting and intuitive projection. Methodology developed for inflation prediction at the University of Massachusetts/Amherst prepares price indices tailored to the University budget. Forecasts are based on analysis of inflation trends since 1971, and allow for subjective weighting of trends by a budget analyst. The data base used for analytic forecasting is a set of quarterly price indices selected from readily available sources. University price indices are derived that correspond to specific expenditure categories. Long-term, medium-term, and short-term inflation predictors are analytically developed. The budget analyst supplies subjective weighting to the three inflation predictors to obtain an overall inflation predictor for each expenditure category. The paper includes a description of the analytic methodology and discussion of implementation in the budget planning process. (Author)

ED 161 360 HE 010 590

Bolte, John R. Coleman, D. R.

A Faculty Salary Resource Allocation Model for Balancing Salary Needs with Resources. AIR Forum Paper 1978.

Florida Technological Univ., Orlando.

Pub Date-22 May 78

Note-26p.; Paper presented at the annual Association for Instititutional Research Forum (18th, Houston, Texas, May 21-25, 1978)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Bibliographies, *Budgeting, *College Faculty, Competition, Educational Finance, Faculty Recruitment, Higher Education, Institutional Research, Models, Research Projects, *Resource Allocations, *Salary Differentials, State Surveys, Statistical Data, *Teacher Salaries, *Teacher Supply and Demand, Universities

Identifiers-Oklahoma State Faculty Survey

The balancing of salary needs for financial resources requires that university administrators take a careful look at supply and demand factors in the academic marketplace when allocating salary funds to colleges and departments within a university. Quality academic programs can be maintained only if quality faculty members are attracted and retained. This requires the payment of faculty salaries which are competitive in the national marketplace. Average faculty salary data at the national and regional level by rank and discipline have been provided by the Oklahoma State Faculty Survey. Using this information, a study was completed to determine the extent to which each college within a university was competitive in the national marketplace and to establish a uniform procedure for correcting existing discrepancies. Limitations in making marketplace adjustments are discussed and an example, using actual data, is presented to demonstrate the procedure used to make each academic unit more competitive in the national marketplace. (Author)

ED 161 380 HE 010 614

Palola, Ernest G. And Others
PERC and NCHEMS: A Comparison. AIR Forum Paper 1978.
Pub Date-May 78
Note-15p.; Paper presented at the annual Association for Institutional Research Forum (18th, Houston, Texas, May 21-25, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Administrator Guides, College Administration, *Cost Effectiveness, Decision Making, Educational Accountability, *Educational Assessment, *Evaluation Methods, *Higher Education, Institutional Research, *Program Costs, Program Evaluation, Research Methodology, Student Evaluation
Identifiers-National Center for Higher Educ Management Systems, *Program Effectiveness and Related Costs

The features of two currently popular evaluation models for higher education institutions are described. Each system was designed and developed to respond to what was perceived as different sides of a common problem. Two lines of analysis on costs and outcomes have been developed by the National Center for Higher Education Management (NCHEMS). The NCHEMS approach has focused only recently on outcomes for students and others. In comparison, the Program Effectiveness and Related Costs (PERC) approach begins with questions about program costs and program effectiveness and then asks about program costs. The strengths and weaknesses for institutional decision makers in selecting one or the other, or some combination of the approaches are presented. Areas of comparison between NCHEMS and PERC considered include: longitudinal and cross-sectional data, qualitative and quantitative data, individual and aggregate data, and reports written for general audiences and those tailored to separate audiences. A framework for viewing NCHEMS and PERC includes the following capabilities: evaluation intent, academic program operation, faculty roles in student learning, student diversity, range of data collected, performance standards, outcome-costs relationships; application experience, computer system support, and flexibility to new program formats. (SW)

ED 161 400 HE 010 634

Armstrong, Ellen C. Dykes, Marie Draper

University Support Systems Necessary to Implement Institutional Change. AIR Forum Paper 1978.

Pub Date-May 78

Note-16p.; Paper presented at the annual Association for Institutional Research Forum (18th, Houston, Texas, May 21-25, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Change Strategies, *College Administration, Delivery Systems, Governance, Higher Education, Information Dissemination, Information Services, Institutional Research, Interagency Coordination, Models, *Organizational Change, Power Structure, Program Coordination, *Scheduling, *School Calendars, *School Services, State Universities

Identifiers-University of Wisconsin Oshkosh

The functions of support services participating in higher education institutional change are to provide information, power, and adaptability. An illustration of these support service roles in implementing institutional change at the University of Wisconsin-Oshkosh is discussed. The implementation of a new academic calendar was designed to increase student visibility for the institution, and promote faculty development activities. Innovations developed for the Registrar's Office illustrate power and adaptability but insufficient information provided about new policies to faculty and students. The Faculty Development Board illustrates the use of power since it determines in great measure the form in which courses will be offered. The Veterans Office's role in adapting the new calendar options to the needs of its clients illustrates adaptability. A framework is proposed for examining the relationship of each support service to an innovation. Although the model was developed specifically to evaluate the consequences of change, it is applicable during the planning stages of an innovation. The model consists of the following seven aspects of change: activity, structure, importance, power, volume, commitment, and indirect change. (SW)

ED 161 421 IR 006 261

Gooch, Sherwin
PLATO Music Systems.
Pub Date-Mar 78
Note-17p.; Paper presented at the Annual Meeting of the Association for the Development of Computer Based Instructional Systems (Dallas, Texas, March 1-4, 1978); For related document, see IR 006 231
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Computer Assisted Instruction, Computer Programs, Instructional Design, *Instructional Systems, *Musical Composition, *Music Education, On Line Systems
Identifiers-*Instructional Development, Interactive Systems, Microprocessing, *PLATO

The original PLATO music concept was to replace the human performer in the feedback process, wherein the composer specifies an action and monitors the outcome, with a computer-controlled device. The first device of this type is known as the Gooch Synthetic Woodwind (GSW), which attempted to provide some of the features needed in an interactive, compositional facility, and many of those needed for computer-based music instruction. In the case of GSW, a PLATO-compatible music language was developed, as well as a compiler for this language, two music text editors, a filing system for music binaries, programs to play the music binaries in real time, and many debugging and compositional aids. A number of interactive compositional programs have also been written. With the advent of microprocessor technology, new PLATO terminals were developed to be less expensive and more flexible than the PLATO IV terminals. The 8080 microcomputer system in PLATO V terminals is capable of executing programs locally; it can also be connected directly to terminal peripheral devices. The goal of this system is to provide tools for music educators to use in the development of instructional materials, which might possibly include music dictation drills, automatically graded keyboard performances, envelope and timbre ear-training, interactive examples or labs in musical acoustics, and composition and theory exercises with immediate feedback. (VT)

Terwilliger-Brown, Gloria, Ed.
Status Report on TICCIT 1977-78.
Northern Virginia Community Coll., Alexandria.
Pub Date-Aug 78
Note-65p.; Appendices have been deleted due to irreproducibility
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Academic Achievement, Algebra, Community Colleges, *Computer Assisted Instruction, Computer Oriented Programs, *Curriculum Development, *English Instruction, Enrollment, Grammar, *Junior Colleges, *Mathematics Instruction, Program Administration, Program Evaluation, School Surveys, Student Attitudes
Identifiers-*TICCIT Computer System

This report reviews the status and use of the Time-shared Interactive Computer-Controlled Television (TICCIT), a computer-assisted instructional tool, at Northern Virginia Community College. During 1977-78, 100 terminals were available for student use and 20 for course development and faculty use. Courses available on TICCIT were Algebra I and II and English grammar. Other modules developed for TICCIT and undergoing experimental use were a biology unit test, and units in chemistry literacy, Spanish vocabulary, and fire science. During 1977-78, 397 students enrolled in the English course and 767 in algebra. The system was also used in an adjunctive manner by students who studied individual modules on TICCIT, usually at the suggestion of their instructors. A follow-up survey was done comparing students enrolled in the TICCIT math sections with those enrolled in lecture sections; motivation in choosing either format, completion rate, future math course plans, and career goals were studied. Another survey viewed those enrolled in the TICCIT English classes in terms of who took the class and why, completion rate, re-enrollment, attitudes toward computer-assisted instruction, and measures of achievement. Plans for future course development, and TICCIT system management and operation are outlined. (MB)

1979-80 Budget Process. Phase I: Educational Programs. Procedures Manual.

Los Angeles Community Coll. District, Calif. Div. of Educational Planning and Development.
Pub Date-Nov 78
Note-27p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Administrator Guides, Budgeting, Class Size, Community Colleges, Decision Making, Educational Finance, Enrollment, Expenditures, Instructional Programs, Instructional Staff, *Junior Colleges, *Program Budgeting, *Program Planning, *Reduction in Force, *State Standards, Student Personnel Services, Student Personnel Workers
Identifiers-Proposition 13 (California 1978)

As Proposition 13 necessitated more drastic curtailment of expenditures than had been anticipated when the modified zero-based operational plan for 1978-79 was devised, the budget development procedure was revised for 1979-80. The process is divided into three phases: educational programs, district fiscal plan, and the operational plan. This procedures manual describes the relationship between the phases and contains specific instructions for completing the educational programs phase which involves instructional schedule of classes, instructional support, and student services. Decisions concerning these programs are to be based on three alternative levels of operation: (1) level I programs based upon optimum class size standards applied to fall 1978 enrollment and curriculum guidelines which give priority to required and developmental courses; (2) level II programs based upon standards applied to revised enrollments and increased estimates for fall 1979 with curriculum guidelines permitting additional sections of all courses; (3) level III further revision for increased program breadth and schedule balance. Descriptions of course categories, enrollment standards, program level standards, worksheet forms, and instructions for their use are included. (MB)

SCDC Spanish Curricula Units. Social Science, Unit 10, Grade 3, Teacher's Guide.

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Spanish Curricula Development Center, Miami Beach, Fla.

Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.

Pub Date-77

Note-252p.; Not available in hard copy due to sideways reading material; For related document, see RC 010 900

Available from-Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd, Austin, Texas 78752 (Order No. 272-7, $4.50)

Language-Spanish; English

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-American Indians, Biculturalism, *Bilingual Education, Cooperation, Cubans, *Cultural Background, Cultural Differences, Ethnic Groups, Grade 3, Instructional Materials, Latin American Culture, *Learning Activities, Learning Modules, Primary Education, Puerto Ricans, *Social Sciences, Spanish, *Spanish Speaking, Spiral Curriculum, Student Evaluation, *Teaching Guides, Values

Identifiers-Cuba, Mexico, Puerto Rico

Communities around the world is the theme of unit 10 of a bilingual social science strand for grade three. Inquiry strategies in both cognitive and affective domains serve as instruments to reach objectives of learning and assessment activities in kits 37-40. Each kit focuses on one of the spiraling questions of who the individual is, what his alternatives are, how he can initiate change, and what the results of change are. Content sources are stories, U.S. and world maps, dramatizations, research work, group reports, guided discussion, and the child's experiences. Focus, objective, and materials for each activity are given in English and Spanish; teacher instructions are in Spanish. Kits cover the concepts of what being bilingual/bicultural means and of interdependence, cooperation, values and societal control; extended family values common to three ethnic groups (Mexicans, Puerto Ricans and Cubans); beginnings of Indians in America; concepts of tradition and causality; the Spanish explorer Balboa; other explorations; a child planned expedition; concepts of power, conflict, and differences; origin of customs; identification of cultural elements related to the historical background of the child's ethnic group; concepts of cultural change; and modification. (RS)

ED 161 673 SE 024 970

Stephenson, Lee And Others
Energy Manual for Parks: A Handbook for Interpreters and Naturalists.
National Recreation and Park Association, Arlington, Va.

Pub Date-76
Note-182p.; Contains light and broken type; Not available in hard copy due to copyright restrictions
Available from-National Recreation and Park Association, Park Project on Energy Interpretation, 1601 N. Kent St., Arlington, VA 22209 ($3.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Conservation (Environment), Energy, *Energy Conservation, *Environmental Education, Futures (of Society), *Interpreters, Nature Centers, *Outdoor Education, World Problems
Identifiers-*Energy Education

This publication is intended to supply information on energy with which park interpreters can supplement their understanding of natural environments. Chapter one discusses the sun as earth's primary energy source, the hydrologic cycle, the system concept, and the laws of thermodynamics. The second chapter explores energy transformations in natural systems. The third chapter describes energy transformations in some man-made systems. Chapter four discusses our increasing energy demands and some of the causes for them. Possible alternatives to our energy dilemma are discussed in the fifth chapter and conservation as a near term option is explored in the sixth. The seventh and eighth chapters point out the finite energy resources and the need and ability of man to adapt to these limits. Appendices include a description of the Park Project on energy interpretation, a description of alternative energy forms, and a resources list including teaching aids, energy agencies, and a bibliography. This publication can be as useful to teachers as to interpreters; the many tables and figures can be adapted to useful teaching aids. (MR)

ED 161 696 SE 025 119

Durham, W. Harry And Others

Development and Exchange of Instructional Resources in Water Quality Control Programs, IV: Selecting Instructional Media and Instructional Systems.

Charles County Community Coll., La Plata, Md.

Spons Agency-Environmental Protection Agency, Washington, D.C. Office of Water Programs.

Pub Date-74

Grant-EPA-900253

Note-27p.; For related documents, see SE 025 117-118; Contains numerous marginal legibility

Available from-ERIC Clearinghouse for Science, Mathematics, and Environmental Education, The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (on loan)

Document Not Available from EDRS.

Descriptors-*Audiovisual Aids, Behavioral Objectives, Bibliographies, Curriculum Development, Environmental Technicians, Instruction, *Instructional Materials, *Lesson Plans, *Media Selection, Postsecondary Education, *Teaching Methods, Water Pollution Control

Identifiers-*Water Quality

This document is one of a series of reports which reviews instructional materials and equipment for water and wastewater treatment plant personnel. A system is presented to assist in standardizing the production of lesson plans and instructional materials in the water quality control field. A procedure for selecting appropriate instructional media is described. A glossary of selected terms is included for reference. (CS)

Page, Lou Williams Page, Thornton

Apollo-Soyuz Pamphlet No. 6: Cosmic Ray Dosage. Apollo-Soyuz Experiments in Space.

National Aeronautics and Space Administration, Washington, D.C.
Report No.-NASA-EP-138
Pub Date-Oct 77
Note-45p.; For related documents, see SE 025 181-189; Photographs may not reproduce well
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 033-800-00688-8; Available in sets only - $10.00)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Aerospace Education, College Science, Earth Science, Higher Education, *Instructional Materials, *Learning Activities, *Physical Sciences, *Science Education, Secondary Education, Secondary School Science, Space Sciences, *Supplementary Textbooks
Identifiers-National Aeronautics and Space Administration

This pamphlet is the sixth in a series of nine that discuss the Apollo-Soyuz mission and experiments. This set is designed as a curriculum supplement for secondary and college teachers, supervisors, curriculum specialists, textbook writers, and the general public. These booklets provide sources of ideas, examples of the scientific method, references to standard textbooks, and descriptions of space experiments. There are numerous illustrations, as well as questions for discussion (with answers) and a glossary of terms. This booklet is concerned with the radiation hazard in spacecraft, light flashes in the eyes of astronauts, and cosmic-ray effects on bacterial spores, seeds, and eggs. (MA)

ED 161 854 SP 013 250

How Good Is Your Teacher? Options in Education Transcript: Program No. 134.

George Washington Univ., Washington, D.C. Inst. for Educational Leadership.; National Public Radio, Washington, D.C.
Spons Agency-Carnegie Corp. of New York, N.Y.; Corporation for Public Broadcasting, New York, N.Y.; National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Note-22p.
Available from-National Public Radio Education, 2025 M Street, N.W., Washington, D.C. 20036 ($0.50)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Educational Accountability, *Educational Radio, *Effective Teaching, Student Evaluation of Teacher Performance, Teacher Administrator Relationship, *Teacher Evaluation, *Teaching Quality, *Tenure
Identifiers-*Radio Programs, Transcripts

This transcript of a National Public Radio program discusses the subject of teacher effectiveness under the following topics: (1) rating teachers by student test scores; (2) observation method of teacher evaluation; (3) self-evaluation of teachers; (4) subtle ways of weeding out ineffective teachers; (5) impact of accountability on the teaching profession; (6) administrator's view of teacher evaluation; (7) annual evaluation of teacher performance; (8) opposition to the concept of teacher tenure; (9) university tenure systems; and (10) adverse impacts of tenure in higher education. The program approaches this subject through a dialogue format involving program narrator, administrators, teachers, and students. (DS)

ED 161 773 SO 011 060

Almeida, Raymond Anthony, Ed.

Cape Verdeans in America: Our Story.

American Committee for Cape Verde, Inc., Boston, Mass.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-62p.; Photographs throughout document may not reproduce clearly
Available from-The American Committee for Cape Verde, Inc., 14 Beacon Street, Boston, Massachusetts 02108 ($4.00 paperbound)
Language-English; Spanish
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Adult Education, Blacks, Changing Attitudes, Colonialism, Cultural Awareness, *Cultural Background, Cultural Differences, Cultural Factors, Culture Contact, Economic Disadvantagement, *Ethnic Groups, Ethnicity, *Ethnic Origins, Ethnic Status, Foreign Countries, *Immigrants, Low Income Groups, Primary Sources, Secondary Education, Social Change, Social History, Social Problems, Sociocultural Patterns, *United States History
Identifiers-*Cape Verde

Immigration and acculturation of Cape Verdeans in the United States from the mid-19th century to the present are discussed. Emphasis is on the period prior to 1922, at which time the United States Congress enacted new laws restricting the immigration of people of color. The Cape Verde islands are located in the Atlantic off the coast of West Africa. Because of their location, they served as a safe harbor to generations of slavers, pirates, smugglers, and sailors. The document is presented in four chapters. Chapter I discusses the historic link between the Cape Verde islands and New England. Chapter II examines the practice of hiring Cape Verdeans as crew members for New England's whaling ships from the period before the American Revolution to the latter half of the 19th century. Chapter III discusses the Cape Verdean-American packet trade during the 1800s and the settlement of Cape Verdean seamen in New England towns. Chapter IV characterizes experiences of Cape Verdeans in America during the period 1900-24. Topics discussed include processes of immigration to the United States, employment, income, and living conditions. Numerous photographs are incorporated into the text. (DB)

ED 161 831 SP 013 111

Tepper, Sheri S.
This Is You. Revised Edition.
Pub Date-77
Note-12p.
Available from-Rocky Mountain Planned Parenthood Inc., 1852 Vine Steet, Denver, Colorado 80206 ($1.50)
Document Not Available from EDRS.
Descriptors-Biology, *Females, *Gynecology, Health Education, *Human Body, *Hygiene, Instructional Materials, *Medical Services, Secondary Education, Sex Education

Health care for women emphasizing the reproductive organs is discussed. (JD)

ED 161 301 FL 009 839

Snyder, Lynn S.

The Early Presuppositions and Performatives of Normal and Language Disabled Children. Papers and Reports on Child Language Development, No. 12.

Stanford Univ., Calif. Committee on Linguistics.

Pub Date-Dec 76

Note-10p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Child Language, Cognitive Development, *Language Development, Language Handicapped, *Language Handicaps, Language Processing, Language Research, Linguistic Competence, Linguistic Performance, *Pragmatics, Preschool Children, *Psycholinguistics, Semantics, Sensory Integration, Sociolinguistics, Speech, Speech Pathology, Syntax, Verbal Development

Identifiers-*Performatives (Language), *Presupposition

This investigation studied the performance of fifteen normal and fifteen language-disabled children on experimental pragmatic tasks and on a standardized Piagetian measure of sensorimotor intelligence. The children were matched for mean length of utterance, all subjects performing at the holophrastic level. A series of experimental measures was designed to elicit declarative performatives, imperative performatives, and encoding of the most informative element in a context. All aspects of the child's behavior were observed, and the responses were scored in a dichotomous manner: whether or not they had encoded the most informative, i.e., changed, element. The responses to the experimental presuppositional items were also scored in terms of the level of declarative generated. The children with normal language development at the holophrastic stage could performatively encode the most informative contextual element with either linguistic or non-linguistic means significantly more frequently than a 50-50 chance would permit. The language-disabled children, however, were able to signal the most informative element with a sensorimotor performative but were unable to do so linguistically. The statistical analysis revealed that the language-disabled subjects' pragmatic use of the language was deficient, even though they had been matched for level of linguistic performance with normal subjects. (Author/NCR)

Resources for Schools: Multicultural Education.
Adelaide Univ. (Australia).
Spons Agency-Australian Schools Commission, Canberra.
Pub Date-77
Note-49p.; Parts may not reporduce clearly due to light type
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Annotated Bibliographies, Audiovisual Aids, *Books, Elementary Schools, Ethnic Groups, *Foreign Culture, *Foreign Language Books, Library Materials, Library Material Selection, Problems, *Resource Guides, *School Libraries, Secondary Schools
Identifiers-Australia

This non-exhaustive, partially annotated booklist of multicultural materials was compiled from library catalogs, reviews published for school libraries, publishers' and booksellers' catalogs, and a search of bookshops in Sydney, Adelaide, and Melbourne. It indicates what is currently available in Australia, and provides ideas for an initial school library collection. Organization is by the following categories which list all English materials about foreign cultures in alphabetical order by author: fiction; folktales, myths, and legends; customs, cookery, costumes, festivals, folkdances, and folksongs; and descriptive history and travel. An annotated listing of some examples of ethnic language materials, in alphabetical order by author, is also contained. A list of names and addresses of bookshops specializing in ethnic language materials; people who may be useful contacts; schools with ongoing multicultural programs; libraries that have ethnic collections; and reference materials that are useful for background information, is also included. (Author/MBR)

Ross, R. Michael Wellman, Fred L.
Fiscal Year 1978 State Funding Claims Processed and Paid by the Illinois Community College Board.
Illinois Community Coll. Board, Springfield.
Pub Date-20 Oct 78
Note-17p.; Tables 5 and 6 have been deleted due to irreproducibility ; Title page may not reproduce well due to colored page
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Community Colleges, Declining Enrollment, *Educational Finance, *Enrollment Projections, Enrollment Rate, Equalization Aid, Expenditure Per Student, *Financial Support, *Full State Funding, Grants, *Junior Colleges, State Aid
Identifiers-*Illinois

The appropriation, payments, and amounts lapsed during fiscal year (FY) 1978 of state aid payments for the public community colleges in Illinois are outlined in tabular form. A total of $111,771,600 was appropriated from the State General Revenue Funds for the colleges in FY 1978. Of that amount, only $108,749,229.98 actually was paid out. The difference was lapsed or returned to the state because the colleges did not achieve enrollment projections, which constitute the basis of the state funding formula. The state aid payments by the three grant categories, credit hour, equalization, and disadvantaged, are identified by number of full-time equivalent (FTE) students served and by amounts paid to each community college district. Similar data are also presented by instructional category. A summary is presented of Special Assistance (Equalization) grants which are designed to supplement the revenue for those districts whose equalized assessed valuation per FTE student is below the standard amount determined by the Illinois Community College Board and the Illinois Board of Higher Education. Consideration is given to the disadvantaged student projects which focused on new instructional approaches, special study materials, and tutorial assistance; experimental education; special counseling and job placement efforts; and in-service education for faculty and staff in working with disadvantaged students. (MB)

ED 161 526 PS 010 149

Levine, James A.

Day Care and the Public Schools: Profiles of Five Communities.

Wellesley Coll., Mass.
Spons Agency-Ford Foundation, New York, N.Y.
Pub Date-78
Note-140p.
Available from-EDC Distribution Center, 39 Chapel Street, Newton, Massachusetts 02160 (Paper, $5.00)

Document Not Available from EDRS.

Descriptors-Administrative Organization, Cooperative Planning, *Day Care Services, Early Childhood Education, *Educational Coordination, Guidelines, Local Issues, Parent Participation, *Policy Formation, Political Issues, Program Coordination, Program Costs, *Program Descriptions, *Public School Systems, *School Community Cooperation

This book presents a report of public school-affiliated day care programs in 5 communities and a discussion of issues connected with public school involvement in day care. The programs described are: (1) Oakland Children's Centers, Oakland, California (preschool and after school care), (2) Extended Day Programs, Brookline, Massachusetts (after-school care), (3) Comprehensive Child Day Care Programs, Atlanta, Georgia (preschool and after-school care), (4) Education for Parenthood Pilot Project, Austin, Texas (infant and toddler care), and (5) Family Day Care in Anderson 5 and Pickens County, South Carolina (family day care). The opening chapters of the book describe the context in which discussion of the public school question'' has arisen and summarize the major arguments of both proponents and opponents of public school prime sponsorship (the delegating of responsibility for a national child care program to the public schools). The bulk of the book consists of descriptions of the development and functioning of the 5 day care programs. Each program profile includes information about history, administrative structure, financing, personnel, coordination with elementary schools, and parent involvement. Following the profiles is a discussion which draws out implicit programmatic comparisons in the profiles and reviews their implications for the development of national day care policy. Chapter VI examines the current politics of day care and suggests why the most significant activities in the near future may be on the local rather than the national level. (Author/CM)

ED 161 564 RC 010 683

Pietila, Asta, Ed.

Small Schools and Combined Grades in Finland. Information Bulletin No 3, 1978.

National Board of General Education, Helsinki (Finland).
Report No.-ISNN-0356-3057
Pub Date-78
Note-22p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Birth Rate, *Declining Enrollment, Economic Factors, Elementary Education, *Elementary Schools, Instructional Improvement, *Multigraded Classes, One Teacher Schools, Population Trends, Rural Schools, Rural to Urban Migration, *School Closing, *Small Schools, Student Teacher Ratio, *Teaching Methods
Identifiers-*Finland

Over one-half of the Finnish elementary school system has always been comprised of one to two teacher schools, and this bulletin contains two papers dealing with those small school systems. The Finnish School System and Small Schools'' by Pekka Silventoinen describes the conditions that created Finland's predominantly small school systems and the population shifts and birth rate trends that are causing many small schools to close (2070 have been closed thus far). Preservation of schools in sparsely populated areas is considered a better solution than centralization of school systems in population agglomerates, and the paper describes measures being taken to preserve small schools. Instruction in small schools is carried out in combined grades and Development of Combined Grade Instruction'' by Reijo Laukkanen presents statistics describing the system and discusses some of the most central problems of developing instruction for combined grades. Period'' instruction of modern subjects often necessitates juxtaposition of usual study sequence, and experiments designed to correct some of the problems in period instruction are described. Advantages and disadvantages of combining grades are discussed along with the special demands made on teachers and the materials they use. (DS)

Native American Justice Issues in North Dakota.

South Dakota State Advisory Committee to the U.S. Commission on Civil Rights.

Pub Date-Aug 78
Note-37p.; Not available in hard copy due to small print size of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Alcoholism, *American Indians, *Civil Rights, Community Attitudes, Court Litigation, *Courts, Criminals, Culture Conflict, Discriminatory Attitudes (Social), *Due Process, Equal Protection, *Justice, *Law Enforcement, Lawyers, Legal Problems, Police, Police Action, Prisoners
Identifiers-*North Dakota, State Courts

In order to assess the quality of justice available to Native Americans in Burleigh County, North Dakota, investigations were conducted from June 1976 through April 1978 with an informal fact finding meeting as well as interviews with approximately 85 persons in Burleigh County and throughout the state. The 1970 census lists Native Americans living in North Dakota as comprising 2.3 percent of the population, yet the inmate structure of the North Dakota State Penitentiary includes 25 to 30 percent Indians. In Burleigh County during 1977, 32.7 percent of the arrests made for the eight most common offenses were of Indians, although the 1970 census showed Indians comprised only 1 percent of the total county population. The disproportionate number of Native Americans arrested and incarcerated is due to a number of factors. Indian unemployment exceeds 35 percent; this affects community attitudes of prejudice and discrimination. Such attitudes in turn often influence law enforcement officers, court officials, attorneys, and jury panels. Communication between Indian clients and their attorneys or courts is often a problem. Only rarely is an Indian person called for jury duty and it is difficult to get an impartial jury for an Indian defendant. Among the recommendations for improving the justice system for Native Americans in North Dakota are recruiting more Indian enforcement officers, providing ombudsmen versed in judicial procedures to assist Indian defendants, establishing a statewide public defender system, and broadening the jury selection system to include a representative proportion of Native Americans on each jury panel. (DS)

SCDC Spanish Curricula Units. Social Science Strand, Unit 6, Grade 2, Supplement & Ditto Packet.

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Spanish Curricula Development Center, Miami Beach, Fla.
Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.
Pub Date-75
Note-127p.; Not available in hard copy due to sideways reading material; For related document, see RC 010 915
Available from-Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752 (Order No. 202-6, $3.00)
Language-Spanish; English
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Bilingual Education, Community Characteristics, Conflict Resolution, Cultural Factors, Culture Conflict, Democratic Values, Ethnic Groups, Grade 2, Instructional Aids, Instructional Materials, *Learning Activities, Neighborhood, Primary Education, *Social Sciences, Spanish, *Spanish Speaking, *Visual Aids, *Worksheets, Writing Exercises
Identifiers-Ditto Masters

The supplement and ditto packet to the social science strand of unit six for second graders contains materials for both group activities and seatwork for individual students. Based on the theme of the neighborhood as a community, the visual materials can be used to help stimulate oral language and conceptual development. Pictures of businesses, occupations, and types of neighborhoods are used to help students identify the elements of various neighborhoods. Other visuals aid in class discussions on changes, ethnic differences, group formation, and conflict resolution. The ditto packet contains ditto masters for making multiple copies of visuals and individual seatwork sheets. Written activities include matching occupation with job descriptions, multiple choice, fill in the blanks, and yes-no type questions. The written work is intended to be presented under supervision rather than as independent tasks. Language on materials for classroom use is in Spanish and the brief introductions to the supplement and ditto packet are in Spanish and English. Each kit within the unit is designed for a period of instruction of two to three weeks. (DS)

ED 161 832 SP 013 151

Wilcoxon, Barbara R.

Psychological Aspects of Female College Athletes.

Pub Date-Aug 77
Note-30p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Androgyny, Behavior Patterns, Body Image, *Females, Physical Activities, Physical Education, Psychological Characteristics, Role Perception, *Self Concept, Self Esteem, *Sex Stereotypes, *Social Attitudes, *Womens Athletics

The purpose of this study was to determine and compare the psychological aspects (femininity, masculinity, and androgyny), attitudes, self-esteem, and social competence exhibited by female college athletes participating in elected individual and team sports. For the purpose of this research the following hypotheses were tested: The social costs of athletic participation by women today are not as great as previously, and contemporary changes in broadening of sex roles are reflected in the positive findings regarding the women athletes. Women proficient in individual sports (gymnastics and swimming) evidenced little anxiety about their own femininity. The self-image of women engaged in competitive team sports was less positive. Members of college varsity female team members participated in this research project. To obtain a descriptive psychological study of female college athletes three tests were administered: the Personal Attributes Questionnaire, Work and Family Orientation, and the Texas Social Behavior Inventory. Results of this research indicate that the female athlete is no longer being threatened by social sanctions and stereotyping, whether engaged in individual or team sports. (JD)

ED 161 320 HE 010 527

Sturges, Jack

How to Make the Most Out of Course Evaluation Forms.

Pub Date-78

Note-25p.; Paper presented at the Educational Innovations Exchange, Council on Social Work Education Annual Program Meeting (New Orleans, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-College Faculty, *Course Evaluation, Educational Assessment, Effective Teaching, *Evaluation Methods, *Faculty Evaluation, Higher Education, Literature Reviews, Measurement Techniques, Questionnaires, *Rating Scales, Reliability, Statistical Analysis, *Student Evaluation of Teacher Performance, Teaching Quality, *Validity

The questionnaires or course evaluation forms (CEF) are routinely administered to university students to obtain information about the quality of courses and instructor effectiveness. There is an extensive variety of formats but many use a combination of Likert-type items and open-ended questions. Percentages, but more often means and standard deviations, are used to report student response to CEFs. A review of the literature reveals that CEFs may not elicit accurate information from students concerning course quality because there are a number of extraneous variables that influence student responses. There is some question about the accuracy of information obtained by treating nominal scale data with statistical techniques designed for interval or ratio scale data. Some schools of social work are administering CEFs of unknown reliability and validity. A procedure is presented for developing a functional CEF, and suggestions are offered for determining whether differences in student ratings of course quality are significant. It is concluded that defensible and usable data will result only from CEFs that possess demonstrable reliability and validity, and the CEFs of value must yield data that faculty members will understand, accept, and apply to course and curriculum development. (SW)

ED 161 545 PS 010 198

Al-Abdulla, Nasmah

Methods Used for Kindergartens in the State of Kuwait.

Pub Date-Nov 78
Note-41p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Curriculum, *Educational Objectives, Foreign Countries, Inservice Teacher Education, Instructional Materials, *Kindergarten, Learning Activities, Parent School Relationship, *Primary Education, *Program Content, *Program Descriptions, Program Evaluation, Student Development
Identifiers-*Kuwait

This paper provides information on the following aspects of the kindergarten program in Kuwait (Southeast Asia): goals, objectives and background; curriculum organization and content; teacher training; parent/school relationships; and program evaluation. The first chapter provides a brief history of the growth of kindergartens in Kuwait. Chapter II deals with the goals and objectives of the kindergartens. Chapter III, which comprises the bulk of the paper, focuses on curriculum content, materials and activities. Various components of the curriculm (language, mathematics, science, social studies, arts, physical education and religious education) are described in detail. Individual and group activities, activity clubs and the daily schedule are also discussed. Chapter IV describes preservice and inservice teacher training and assessment. Chapter V briefly discusses parent/school activities. Chapter VI evaluates the entire kindergarten program, specifying aspects which have a negative effect on the work in kindergarten and need to be changed. (CM)

SCDC Spanish Curricula Units. Science/Math Strand, Unit 8, Grade 3, Teacher's Guide Multi-Ethnic Edition.

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Spanish Curricula Development Center, Miami Beach, Fla.
Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.
Pub Date-76
Note-306p.; Not available in hard copy due to sideways reading material; For related document, see RC 010 944
Available from-Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752 (Order No. 239-5, $4.50)
Language-Spanish; English
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Addition, *Bilingual Education, Elementary School Mathematics, Elementary School Science, *Environmental Education, Fractions, Grade 3, Health Education, Human Body, Instructional Materials, Learning Activities, Learning Modules, *Mathematics Curriculum, Numbers, Pollution, Primary Education, Safety, Science Activities, *Science Curriculum, Spanish, *Spanish Speaking, Spiral Curriculum, Subtraction, *Teaching Guides

Built around a theme of communities in the nation, this teacher's guide for unit eight of a science/math strand for Spanish-speaking children in grade three contains both learning and assessment activities. This unit addresses what the elements are, how needs and wants are satisfied, how change occurs, and what the results of change are. The guide gives focus, objective, and materials for each activity in English and Spanish; detailed teacher instructions are in Spanish. Basic concepts presented are matter, energy, equilibrium, variation, conservation, interaction, adaptation, relativity, change, force, and systems organization. Kits cover pollution air, noise, solid waste, water, sight; ordinal numbers 1-30; counting by 2's, 3's, 4's; sum of three two-digit numbers; pollution by nature, effects, control, school/home antipollution campaign; value of coins to $1; addition and subtraction using coins; inverse relation of addition/subtraction; safety home, electricity, traffic, water, poisonous plants, fire, drugs; first aid; fractions; human body as a group of systems; basic food groups; dental hygiene; diseases; and place value of four-digit numbers. (RS)

ED 161 748 SE 025 223

Blakeslee, David W. And Others
Probability for Primary Grades, Student Text. Revised Edition.
Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-66
Note-57p.; For related document, see SE 025 224
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Curriculum, Elementary Education, *Elementary School Mathematics, *Instructional Materials, Mathematics Education, *Probability, *Probability Theory, *Textbooks
Identifiers-*School Mathematics Study Group

This is a School Mathematics Study Group (SMSG) probability text for primary school students. The main goal of the text is to introduce some basic ideas of probability. The text is written at the level of a child's intuitive knowledge of what constitutes ``an equal chance'' or ``a better chance.'' The authors suggest that there are certain fringe benefits to be derived from the unit: (1) it shows children that mathematics can be fun; (2) it promotes systematic thinking; (3) arithmetical skills may be practiced and reinforced; and (4) it provides opportunities for independent investigations. Chapter topics include: (1) certainty and uncertainty; (2) comparing the likelihood of various events; (3) combining events - this one and that one; (4) combining events - this one or that one; (5) number of possibilities; (6) combinations of two things; (7) combinations of three things or four things; (8) ordered arrangements; (9) arrangements and probability; and (10) repeated trials. (MP)

ED 161 811 SO 011 288

Lu, Jonathan J.

Geography of the Bible as an Academic Subject in Geography.

Pub Date-Apr 78

Note-16p.; Paper presented at 74th Annual Meeting of the Association of American Geographers (New Orleans, Louisiana, April 9-12, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Area Studies, *Biblical Literature, Christianity, *Geographic Regions, *Geography, *Geography Instruction, Higher Education, Judaism, Middle Eastern Studies, Physical Geography, *Religion, Religious Factors

A new field of study within the discipline of geography is proposed: the geography of the Bible. In a general sense, this new field can be justified by recognizing the relationships between religion and environment. Specifically in terms of the Bible, there are evidences of geographic factors affecting the writing of the Bible. Also, there are evidences of the effects of the Bible on the life of the people and countries of the ``Bible Land.'' Courses on the historical geography of the Holy Land have been offered in seminaries for decades, but now it seems appropriate to introduce the topic into academic courses. Geographers can be concerned with at least three academic areas within the topic. First, the Bible contains many passages with geographic implications which average readers may not readily understand (Lo, the winter is past; the rain is over and gone...Song of Solomon 2:11). Geographers could apply geographic knowledge and principles to elucidate such passages. Second, the Bible has for its background not only a people but also a geographic region. Geographers could investigate the regional aspects of the Bible Land from a temporal-spatial persPective as it has been transformed over the ages. Third, geographers could relate current problems in the Middle East to conflicts which occurred during and after the events described in the Bible. (AV)

ED 161 340 HE 010 566

Riley, Judith Francis, Brian

Can You Make Faculty Staff More Efficient? AIR Forum Paper 1978.

Pub Date-May 78

Note-27p.; Paper presented at the annual Association for Institutional Research Forum (18th, Houston, Texas, May 21-25, 1978)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*College Faculty, External Degree Programs, Foreign Countries, Higher Education, Institutional Research, *Instructional Improvement, *Interviews, Material Development, Open Enrollment, Productivity, Research Projects, Teacher Developed Materials, *Teacher Evaluation, *Teacher Improvement, Teacher Response

Identifiers-*Open University (Great Britain), *United Kingdom

A study of the efficiency of faculty of the six schools of the Open University of the United Kingdom was conducted through informal interviews. To review methods of developing new packages of course materials, 20 topics were focused upon, and the interviewee was encouraged to talk freely and fully. The interviews may have given the opportunity for exploring frustrations with the present ways of working and to feel their ideas for changes were being taken seriously. The interviews and the discussion of suggestions and questions encouraged the faculty to reconsider their current practice and to take responsibility for improving their own productivity. Most schools seemed to be devoting more effort to manpower planning. The studies of the six schools were followed by reviews of the work of other parts of the University, including the graphic design studio and the computing service. The questions studied by the investigators before interviewing are appended. (SW)

ED 161 361 HE 010 591

de Carvalho, Maria Lucia R. D. de Moraes, Lafayette

Guidelines for a New Model of University Administration. AIR Forum Paper 1978.

Pub Date-May 78

Note-19p.; Paper presented at the annual Association for Institutional Research Forum (18th, Houston, Texas, May 21-25, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Administrator Role, *College Administration, College Environment, *College Role, Departments, *Educational Coordination, *Foreign Countries, Higher Education, *Institutional Research, *Organizational Theories, School Organization

Identifiers-*Brazil, Latin America

Problems facing Brazilian universities are rooted in a problem of goals, the disintegration of the community of scholars, and growth and bureaucratization. Different goals of the university that need to be conciliated are the roles of teaching and research, or helping the young become men and conducting scientific and technological investigations capable of assuring the autonomy of Brazilian industrial expansion. In Brazilian universities it is difficult to exchange professors with foreign institutions, acquire and subscribe to books and journals, and hire and transfer professors. The growing diversity of the fields of knowledge has led to departmentalization and specialization with the consequence of isolating professors. Students cannot limit themselves exclusively to studying and exchanging ideas because of socioeconomic conditions. The university department is the operational unit responsible for teaching, research, and extension of all fields of knowledge and should coordinate and integrate these functions. Coordination is the principle problem of an organization. An administrative body should be based upon the departments; administrators should be trained at the department level and rise to higher levels with a sensitivity to the problems of the smaller departmental unit. The university should characterize itself as an integrated functional unit where everyone has specific and interdependent functions. The organizational theory of Mary Parker Follett is discussed. (SW)

SCDC Spanish Curricula Units. Science/Math, Unit 1, Grade One, Supplement & Ditto Packet.

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Spanish Curricula Development Center, Miami Beach, Fla.
Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.
Pub Date-77
Note-159p.; Not available in hard copy due to sideways reading material; For related document, see RC 010 799
Available from-Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752 (Order No. 128-3, $3.00)
Language-Spanish; English
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Addition, *Bilingual Education, Elementary School Mathematics, Elementary School Science, Geometric Concepts, Grade 1, Instructional Aids, Instructional Materials, Learning Activities, *Mathematics Materials, Number Concepts, Primary Education, *Sciences, *Spanish Speaking, Subtraction, *Visual Aids, *Worksheets
Identifiers-Ditto Masters

As a supplement to the teacher's guide for the first unit of a bilingual program in science/math for grade one, these instructional aids and ditto sheets are designed to help the teacher carry out instructional activities for kits one through four referred to in the guide. Emphasizing resources found in the classroom, the visual aids and worksheets presented here are to aid in teaching the numerals 0 to 9, ordinals (first to eighth), adding and subtracting, equivalent and nonequivalent sets, geometric shapes, and colors. Some supplementary materials are to be cut out for manipulations with small groups and individuals, while others are to be used full size. The worksheets are to be presented under supervision rather than as independent tasks. Introductions to the supplement are in both English and Spanish. (RS)

ED 161 674 SE 024 988

Schlenker, Richard M.

Education and the World Ocean: A Partial Bibliography for Marine Educators.

Spons Agency-Maine Univ., Orono. Sea Grant Program.
Pub Date-78
Note-168p.
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors-Abstracts, *Bibliographic Citations, *Bibliographies, Biological Sciences, Citation Indexes, Educational Resources, *Elementary Secondary Education, *Marine Biology, Science Education

This document is a partial bibliography for marine educators in a truly cross disciplinary sense. It is intended for those who teach art, music, social studies, mathematics, business subjects, home economics and wood shop as well as science. Many marine science curricula guides are included in this bibliography. An introduction which indicates the importance of the bibliography and how it is to be used is presented. The publication is divided into the key word index section and the citations section. The key words or descriptors are listed alphabetically. Each key word subsection lists sequentially by number each document having been identified by the key word. Citations including an annotation have an asterisk before their respective numbers in the key word section as well as the citation section. Entries in the citations sections are listed alphabetically by number. Each entry is followed by a word or words in parentheses. These parenthetically enclosed words indicate the key word or words under which the entry has been listed. (HM)

ED 161 697 SE 025 134

A Study of the Rowland Scholar Program at Clark College.
Clark Coll., Atlanta, Ga.
Pub Date-76
Note-69p.; Contains occasional light and broken type
Available from-Clark College, Division of Natural Science and Mathematics, Atlanta, Georgia 30314 (no price quoted)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*College Programs, Educational Programs, *Engineering Education, *Program Descriptions, *Program Evaluation, Reports, *Science Education, Secondary Education, *Secondary School Students, Summer Programs, Test Results

This document describes a summer program for newly-graduated high school students interested in a science and/or engineering career. One purpose of the program was to strengthen skills in mathematics, science, and reading for students prior to college entrance. Students could earn up to eight semester hours of credit. Results of the program indicated that students who completed the program became strongly motivated towards science and/or engineering careers. Many of the participants were enrolled in programs reflecting this motivation. This report presents the testing and evaluation research conducted. (MA)

Page, Lou Williams Page, Thornton

Apollo-Soyuz Pamphlet No. 7: Biology in Zero-G. Apollo-Soyuz Experiments in Space.

National Aeronautics and Space Administration, Washington, D.C.
Report No.-NASA-EP-139
Pub Date-Oct 77
Note-57p.; For related documents, see SE 025 181-189; Photographs may not reproduce well
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 033-800-00688-8; Available in sets only - $10.00)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Biology, College Science, Higher Education, *Instructional Materials, *Learning Activities, Microbiology, Physical Sciences, *Science Education, Secondary Education, Secondary School Science, Space Sciences, *Supplementary Textbooks
Identifiers-National Aeronautics and Space Administration

This pamphlet is the seventh in a series of nine discussing the Apollo-Soyuz mission and experiments. This set is designed as a curriculum supplement for secondary and college teachers, supervisors, curriculum specialists, textbook writers, and the general public. These booklets provide sources of ideas, examples of the scientific method, references to standard textbooks, and descriptions of space experiments. There are numerous diagrams, as well as questions for discussion (with answers) and a glossary of terms. This booklet describes fish in zero-g, microbial growth in zero-g, separation of cells by electrophoresis, microbes at large in the spacecraft, and changes in astronaut immunity during spaceflight. (MA)

The Balch Institute Study Guide for Immigration History and Ethnic Studies.

Balch Inst., Philadelphia, Pa.

Pub Date- 76

Note-64p.; Five lithographs and one poster following pages 14, 28, 30 may not reproduce clearly due to poor legibility in original document

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-*Acculturation, Annotated Bibliographies, Audiovisual Aids, Books, Class Activities, Cultural Pluralism, Curriculum Development, Ethnic Groups, *Ethnic Studies, Expositions, Field Trips, *Immigrants, *Lesson Plans, Museums, Refugees, Resource Materials, Secondary Education, Teaching Guides

This ethnic studies guide contains lesson plans which introduce secondary students to the topic of immigration and ethnicity. It is intended to be used by students prior to visiting the Balch Institute's exhibit ``The American Kaleidoscope'' in Philadelphia. However, the lessons can be used independent of such a field trip to help students develop an understanding of immigration and the reasons why it occurs. There are ten lessons. Each is self-contained and consists of a brief reading followed by research and discussion questions. Students read about the trip to America, the beginnings of acculturation from 1776-1840, immigration in the mid-nineteenth century, restrictive immigration acts of the twentieth century, the wave of political refugees from 1920 to the present, and the present-day awakening of ethnic pride. In addition to discussing the readings, students construct models of a frontier town, develop time lines, give oral reports on research topics, compose a newspaper reflecting life in an immigrant ghetto, undertake independent readings, and view films and filmstrips. The guide concludes with an annotated bibliography of books, films, and filmstrips which can be used to supplement the lessons. (RM)

ED 161 855 SP 013 254

Chu, Donald

Sport in the People's Republic of China: Selected Issues.

Pub Date-Nov 78
Note-27p.; Paper presented at the American Alliance for Health, Physical Education, and Recreation Convention (Kansas City, Missouri, April 8, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Athletics, Communism, Competition, Cooperation, *Political Attitudes, *Political Socialization, Social Behavior, Socialization, *Social Relations, *Social Values, Sociocultural Patterns
Identifiers-*China

Marxist/Maoist interpretations of sport in China differ significantly from the functional and meritocratic perspectives in the West which emphasize competition and personal reward. The latter school stresses the ability of the upwardly mobile aspirant to prove ability through competition. Individuals with talent are placed in valued positions in society. Proponents of the Marxist/Maoist school, however, view sport as traditionally a repressive vehicle that legitimizes the already stratified society. Sport need not, however, be repressive and can be consciously used to reshape society and avoid anomie; the means and methods of sport can be directed to avoid normlessness by emphasizing the cooperative spirit in sport. It is clear that the image of sport in China is crucial; it must conform to the image of cooperation rather than competition. Historical analysis of the development of sport in China shows that despite a long tradition against needless exertion, larger forces for change (from the young and from women) may have contributed to the rapid growth of sport. Sport has, in turn, been used by the Communists to resocialize the masses in the modes of thought deemed proper for a China capable of modernization and self-defense. (DS)

Benseler, David P., Comp.

ACTFL Annual Bibliography of Books and Articles on Pedagogy in Foreign Languages for the Years 1975 and 1976.

American Council on the Teaching of Foreign Languages, New York, N.Y.
Pub Date-78
Note-348p.; Not available in hard copy due to small print
Available from-ACTFL Materials Center, 2 Park Avenue, New York, N.Y. 10016 ($8.50)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Audiovisual Instruction, *Bibliographies, Bilingual Education, Bilingualism, Classical Languages, Cultural Education, Curriculum Development, Curriculum Planning, Elementary Secondary Education, Foreign Culture, Foreign Language Books, Grammar, *Instructional Materials, *Language Instruction, Linguistics, Modern Language Curriculum, Phonology, Postsecondary Education, Psycholinguistics, *Second Language Learning, Semantics, Sociolinguistics, Teacher Education, *Teaching Methods, Textbooks

Identifiers-American Council on the Teaching of Foreign Langs

This selected bibliography of books and articles related to foreign language pedagogy is compiled from a master list of over 300 journals and reference sources. This compilation, which lists publications that appeared during the two calendar years 1975 and 1976, contains 4,224 citations. They are divided into the following topics: "Festschriften" and Other Analyzed Collections; General; Bilingualism; Linguistics; Culture; Teaching the Foreign Language; Curricular Problems and Developments; Materials; Physiology and Psychology of Language Learning; Teacher Education and Certification; Methods; Equipment; and Testing. An author index is provided. (Author/NCR)

ED 161 381 HE 010 615

Kohler, Emmett T. Christal, Melodie E.

Perception of Locus of Control as a Predictor of Attitude Toward Students' Evaluation of University Faculty. AIR Forum Paper 1978.

Pub Date-May 78

Note-11p.; Paper presented at the annual Association for Institutional Research Forum (18th, Houston, Texas, May 21-25, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Attitude Tests, College Faculty, College Students, *Faculty Evaluation, Higher Education, Institutional Research, *Locus of Control, *Measurement Techniques, Predictor Variables, Questionnaires, *Student Attitudes, *Teacher Attitudes

Identifiers-Research Reports

Student and faculty attitudes about faculty evaluation and the relationship of the attitudes to the concept of locus of control were investigated. Student respondents consisted of 172 males and 256 females, and 108 faculty responses were received. The measure of locus of control closely resembles the Rotter Internal-External Control Scale. Student and faculty questionnaires were developed to obtain demographic data and determine attitudes. The relationship between locus of control and attitudes toward faculty was investigated through the factor analytic technique of image analysis, but no strong relationship was found. The internal-external scale did appear to yield psychometric values similar to those reported in the literature. The questionnaire items designed to measure faculty attitudes did not focus on the areas where a locus of control difference would manifest itself. Questionnaire items on which faculty and students showed the greatest disagreement are discussed. (SW)

ED 161 401 HE 010 635

Dykes, Marie Draper

University Support Systems Necessary to Implement Institutional Change: Faculty Support Systems. AIR Forum Paper 1978.

Pub Date-May 78
Note-9p.; Paper presented at the annual Association for Institutional Research Forum (18th, Houston, Texas, May 21-25, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Administrative Change, *College Faculty, Educational Innovation, Incentive Systems, Institutional Research, Organizational Climate, *Organizational Development, Organizational Theories, School Calendars, *Teacher Administrator Relationship, Teacher Attitudes, *Teacher Motivation, *Teacher Participation

Ways in which various individual, social, and organizational factors influenced the participation of faculty in the calendar revisions were studied at the University of Wisconsin-Oshkosh. It was theorized that environmental uncertainty and organizational pressure for change would serve as primary motivating forces for participation. These proposed influences were measured by the discrepancy between actual and desired performance, the ``performance gap.'' A random sample of 100 faculty, stratified by college and participation, was selected for examination by interviews and questionnaires. The primary findings support the hypothesis that the presence of a performance gap serves to mediate the influence of attitudinal, individual, and organizational factors affecting participation. The predictive capacity of categories was affected by the degree of environmental uncertainty: the best predictor category for the total sample was individual factors, but organizational factors was the best predictor category for respondents with high performance gap. Any support system designed to encourage faculty

participation in a comprehensive, university-wide innovation must take into consideration the innovation and incentive system as perceived by individual faculty. More specifically, the design must address the delicate balance between motivation and perceived rewards, costs, and consequences. (SW)

ED 161 422 IR 006 262

Nix, Don
Project Straight-Talk.

Pub Date-Mar 78
Note-12p.; Paper presented at the Annual Meeting of the Association for the Development of Computer-Based Instructional Systems (Dallas, Texas, March 1-4, 1978); For related document, see IR 006 231
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Children, *Computer Assisted Instruction, Computer Programs, Dialects, *Instructional Design, *Instructional Systems, Nonstandard Dialects, *Social Dialects, *Standard Spoken Usage, *Systems Development

The structure of a computer assisted instruction (CAI) system designed to teach various straight-talk production skills, which are primarily defined in terms of syntactic features, is described. Project Straight Talk (PST) uses the terms straight'' talk and everyday'' talk to refer, respectively, to standard and non-standard dialects. PST teaches straight talk as a second'' dialect which is to be related to, compared with, and added on to everyday talk. This paper focuses on the content of the teaching material included in PST, and on PST as a CAI system that is independent of teaching material. PST is written in Coursewriter III and is composed of three functionally different, but interrelated components: (1) a monitor which executes the actual course material; (2) a set of macros that enable authors to write Preview, Tutorial, and Practice phases using whatever topic content is needed; and (3) the content material itself, of which there are 30 topics currently written. The issue of how to teach language production skills is complex, however, and no claims are made beyond the fact that this seems to be a plausible approach to teaching certain aspects of straight talk syntax to children for whom everyday talk is standard dialect. (VT)

Brown, Duncan H.

The Developmental Testing of A101: A Follow-up Study.

Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.

Report No.-IET No. 89

Pub Date-78

Note-45p.; Papers on Broadcasting ; Not available in hard copy due to marginal legibility of original

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Course Evaluation, Educational Radio, *External Degree Programs, *Formative Evaluation, Higher Education, Interviews, Questionnaires, *Summative Evaluation, *Telecourses, Television Teachers

To gauge reactions to the developmental testing of the broadcast component of an Arts Foundation Course, 18 members of the team identified as either producer or academic on a television or radio program tested were sent questionnaires containing open response type questions. In addition, the views of members of the Institute of Educational Technology closely involved with the developmental testing were collected through a series of informal discussions. Results indicated that full developmental testing of a broadcast component

requires the following conditions: (1) adequate resources must be allocated including finance, personnel, and production time; (2) agreement to test must be made early enough to ensure production of all programs in time for testing; (3) production methods must be developed which will make draft versions of programs possible; (4) criteria for deciding which courses or programs to test must be identified; and (5) there must be a general recognition that developmental testing might indicate the need for a total remake of the program. Appendices include the questionnaire used, written responses, sample developmental testing report, and a student questionnaire. (JEG)

ED 161 469 JC 780 540

Bourn, Ken

High Risk Students in the Community College: A Paired Study.

Pub Date-Mar 78
Note-12p.; Paper presented at the Annual Meeting of the State of Maryland International Reading Association Council (6th, Baltimore, Maryland, March 9-11, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Academic Ability, Age, Basic Skills, Cohort Analysis, College Credits, Community Colleges, Educational Diagnosis, Grade Point Average, *Junior Colleges, *Low Ability Students, Nontraditional Students, Persistence, Programed Instruction, *Remedial Programs, Student Characteristics
Identifiers-*Tennessee Self Concept Scale

Students assessed as high risk at Essex Community College (Maryland) were paired by identical scores on vocabulary and reading comprehension tests and as to whether they elected to take a learning skills course (N 56) or to ignore advice and not take the course (N 67). The learning skills course uses a programmed multimedia approach and as much individual attention as possible to attain goals set by the student in a learning skills contract. A significant advantage in grade point average was demonstrated by the students attending the program, who also took an average of three more hours of college work than their counterparts. Students who did not accept the college recommendation of getting learning center support tended to be older and took a greater range of the number of standard three credit academic courses. Of learning skills students, 82% returned to their studies the following semester compared to 59% of non-learning skills students. An appendix contains the procedure for the Tennessee Self Concept Scale which was used in the learning skills program student contract. (MB)

ED 161 488 JC 780 567

Ancheta, Bernard

Staff Development for Student Personnel Services in the Los Angeles Community College District.

Pub Date-17 Nov 78
Note-16p.; Paper presented at the California Community College Counselors Association Conference (San Mateo, California, November 17, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Administrative Policy, Community Colleges, Counselor Attitudes, *Counselors, Counselor Training, Guidance Personnel, *Inservice Education, *Junior Colleges, Literature Reviews, Multicampus Districts, *Program Planning, *Staff Improvement, Student Personnel Workers

Under a mandate by the board of trustees, ad hoc committees at each of the nine colleges in the Los Angeles Community College District plus a district-wide committee were established to find methods to maximize the utilization of existing resources for counseling and guidance services. The colleges' recommendations highlighted the following concerns: in-service training to deal with new community college clientele; improving information to students on available services; expanding use of paraprofessionals; and the need for follow-up on dropouts. A district planning team composed of counselors and administrators outlined the needs and objectives for implementing a program to serve the 150 counselors in the colleges. A three-phase staff development program, lasting from spring 1977 to December 1977 and using $39,500 of a $600,000 allocation by the trustees, was composed of the following: (1) four three-hour workshops held at each campus which focused on participant-selected topics; (2) a district-wide conference entitled Self-Renewal for Counselors''; and (3) a ten-workshop program based on a Mini-U'' format. To be successful, any staff development program needs the support of the trustees, administration, and the participants. A literature review underscores the increased necessity for staff development caused by enrollment patterns and the reduction of new staff. (MB)

ED 161 508 JC 780 593

Tatham, Elaine L.

A Five-Year Perspective on Job Placement for JCCC Career Students (Classes of 1973-1977).

Johnson County Community Coll., Overland Park, Kans.
Pub Date-Jun 78
Note-64p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Age, Aurally Handicapped, Community Colleges, *Employment Patterns, Females, Followup Studies, *Job Placement, *Junior Colleges, Males, Participant Satisfaction, Questionnaires, Relevance (Education), Student Characteristics, Vocational Education, *Vocational Followup, *Work Experience Programs
Identifiers-*Student Objectives

During the 1976-77 academic year, 231 students in career programs at Johnson County Community College either graduated or left the program with marketable skills. A follow-up of 188 of these students indicated the following: their average age was 27 (median, 23); 30% were 21 years of age or younger; 54% were females; 66% enrolled to acquire job entry skills and 34% to prepare for job advancement; 82% were employed in jobs utilizing program skills (56% in their program area and 26% in a related area); 95% rated the quality of instruction they received as excellent or good; 88% of those who participated in approved work experiences rated those experiences as excellent or good. Comparisons of current results with those from career student follow-up studies from 1973-1976 revealed the following trends: the percentage of students in jobs utilizing program skills remained over 80%; unemployment was slightly higher in 1976 than in previous years but dropped again to 3% in 1977; percentage attending school and not working was higher in 1976 than previously; percentage of students rating the quality of instruction as excellent or good ranged from 93% to 97%; and for the last two years, one-third enrolled in the career program for job advancement while the rest enrolled to acquire job entry skills. Data are presented for 11 career programs, as well as for a hearing impaired program. (Author/MB)

ED 161 618 RC 010 900

SCDC Spanish Curricula Units. Social Science, Unit 10, Grade 3, Supplement & Ditto Packet.

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Spanish Curricula Development Center, Miami Beach, Fla.

Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.

Pub Date-77

Note-72p.; Not available in hard copy due to sideways reading material; For related document, see RC 010 899

Available from-Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752 (Order No. 273-5, $3.00)

Language-Spanish; English

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Bilingual Education, *Cultural Background, Cultural Interrelationships, Culture, Grade 3, Instructional Aids, Instructional Materials, Latin American Culture, Learning Activities, Maps, Natural Resources, Primary Education, *Social Sciences, Spanish, *Spanish Speaking, Student Evaluation, *Visual Aids, *Worksheets

Identifiers-Ditto Masters

Supplementary materials for unit 10 of the bilingual social science strand developed for grade three are designed to help the teacher carry out learning and assessment activities which focus on communities around the world. A timetable for when these materials are to be used is found in the teacher's guide for unit kits 37-40. Illustrations are to help stimulate oral language and conceptual development; and, there are ditto masters of worksheets for individual seatwork by students. The worksheets are to be presented under supervision rather than as independent tasks. Instructional aids included here are maps of Cuba, Mexico, and Puerto Rico; visuals for use with the story of the explorer Balboa; and worksheets on maps, cultural background, Balboa's life, natural resources of the countries, and elements of culture. All classroom materials are in Spanish. (RS)

ED 161 774 SO 011 089

Our Union Heritage: A Chronicle of Labor's Struggle for Social Justice.

International Union, United Automobile, Aerospace and Agricultural Implement Workers of America, Detroit, Mich.

Report No.-380

Pub Date-Mar 76

Note-37p.; Not available in hard copy from EDRS due to various ink changes throughout document

Available from-UAW Purchase and Supply Department, 8000 East Jefferson Avenue, Detroit, Michigan 48214 ($0.50, paper cover)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Activism, Human Dignity, Justice, Labor Conditions, Labor Demands, *Labor Unions, Organizational Climate, *Organizational Development, Organizational Effectiveness, Philosophy, Political Issues, *Social Change, *Social History, Socioeconomic Influences, *United States History, Work Attitudes, Work Environment, Working Hours

A series of articles comprises the history of labor activism from the 17th century to the present. Most of the information characterizes labor in the United States, although vignettes of labor activity in Canada and Europe are also included. The purpose of the document is to transmit to young workers an understanding of the hopes, bitterness, defeats, and triumphs of the people who participated in the labor movement. Events described include workers' rebellions in colonial Virginia, trials of union leaders in the 19th century, organization of the first labor movement in Philadelphia in the early 19th century, strikes, the Haymarket Square bombing in Chicago in 1886, and creation of major unions such as the IWW, AFL, and CIO. The descriptions of these events stress problems of child labor, labor politics, government opposition to labor organization, working conditions, working hours, labor/management relations, and collective bargaining. A final section presents a brief overview of labor history and concludes that unionism should be regarded as a noble cause dedicated to human dignity and brotherhood. (DB)

ED 161 321 HE 010 528

Canadian Universities and Colleges. Amended Version. Reference Papers. No. 108.

Association of Universities and Colleges of Canada, Ottawa (Ontario).
Information Div. Dept. of External Affairs.

Pub Date-Aug 74

Note-41p.; Original text written in 1964 by Ralph D. Mitchener, Education Support Branch, Department of State, Ottawa

Available from-Association of Universities and Colleges of Canada,

Information Division, Department of External Affairs, Ottawa, Ontario, Canada

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Bibliographies, College Admission, College Faculty, *College Programs, Colleges, Educational Finance, *Educational History, *Foreign Countries, Government Role, *Higher Education, Postsecondary Education As a Field of Study, Student Costs, Universities

Identifiers-*Canada

This paper on Canadian universities and colleges presents information on the historical background, financing of higher education, provincial developments since 1969, national and international aspects, the control and government of institutions, teaching staffs, types of institutions, admission requirements, and student costs. Two systems of higher education have developed in Canada reflecting the two major cultural traditions. One system retains French characteristics; the other system was designed according to English, Scottish, and United States practices. A small third group of institutions offers instruction in both French and English. Each Canadian province is responsible for the establishment and administration of education within its own boundaries, since there is no federal ministry of education. The federal government is responsible only for the education of Indians and Eskimos, inmates, and the military. The federal government does contribute to the costs of higher education. Studies conducted by national organizations concerning higher education are cited. Each province has its curriculum and awards its certificates of completion of secondary-school studies. Canadian universities have individual admission requirements based on certificates awarded in the province, but all treat the certificate of their provinces as approximately equivalent. Appendices include a description of degree-granting universities and colleges in 1973 by province, excluding those granting degrees in theology only; a list of some Canadian higher education student service and academic organizations; and a bibliography of key documents in Canadian higher education. (SW)

Karnes, Merle B. And Others

Nurturing Intellectual Talent in Early Childhood.

Illinois Univ., Urbana. Inst. for Child Behavior and Development.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Sep 78
Grant-OEG-00-75-00232
Note-25p.; For related documents, see PS 010 120, PS 010 146, and PS 010 151-57
Available from-Publications Office, Institute for Child Behavior and Development, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog No. 1403.004, $2.50)
EDRS Price MF-$0.83 HC-$1.07 Plus Postage.
Descriptors-Concept Formation, Educational Diagnosis, *Gifted, *Handicapped Children, Instructional Materials, *Intellectual Development, Learning Activities, Preschool Education, *Talent Development, *Teaching Guides, Teaching Methods, Thought Processes
Identifiers-*RAPYHT Project

This teaching guide suggests practical ideas for encouraging intellectual talent in preschool children. It is part of a series of similar guides, developed by the RAPYHT Project (Retrieval and Acceleration of Promising Young Handicapped and Talented) for educating young gifted/talented handicapped children and gifted children with no handicaps. The guide begins with a brief review of research on the importance of encouraging the intellectually talented child to develop his or her cognitive abilities. Also presented is a list of common traits displayed by children with high intellectual abilities, and suggestions and general methods which can be integrated into a preschool program to stimulate intellectual talent. The final and largest section of the guide is devoted to specifying goal areas and appropriate classroom activities for intellectually talented children. The areas discussed include convergent thinking, divergent thinking, evaluative thinking, intellectual risk-taking, and the challenge of complexity, curiosity and imagination. An annotated list of resources is included. (CM)

ED 161 546 PS 010 199

Barber, Lucie W.
Field Testing of Realistic Parenting Skills.
Pub Date-Oct 78
Note-15p.; Paper presented at the Meeting of the Association for Professors and Researchers in Religious Education (Hartford, Connecticut, October 27-29, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Child Development, Field Studies, Parent Attitudes, Parent Conferences, *Parent Education, *Parent Participation, *Parent Workshops, *Preschool Children, Preschool Education, Program Effectiveness, *Program Evaluation, Rating Scales, Self Esteem, Teacher Attitudes
Identifiers-*Parenting, *Realistic Parenting Skills Program

This paper reports on the effectiveness of the Realistic Parenting Skills program, an intervention program for parents of preschoolers designed to influence children's religious education which was field tested at 7 sites in Ohio. Subjects were 37 families and their 3- to 5-year-old preschoolers. Seven group meetings were conducted for parents at each site under the leadership of experienced personnel. Data about the program were collected at the completion of the 7 group meetings held in the winter, and again at posttest in June or July. The winter data (leader and parent ratings of different aspects of the program) indicated leader and parent reactions to the program, while the summer data (parent ratings of their children on the 7 scales of Self-Regard) gave evidence of influence of the program on children. A comparison of the profiles of ratings on Self-Regard with similar profiles drawn at the conclusion of the parent meetings indicated a high percentage of increase in children's Self-Regard at posttest. In addition, data on 2 scales of Self-Regard (Purposeful Learning Skills, and Dealing with Frustrations) were compared for experimental and control groups of children with mixed results. Overall results of the evaluation of the effectiveness of the program indicate that Realistic Parenting Skills was a successful adult education program for parents. (CM)

ED 161 565 RC 010 690

Salmanzadeh, Cyrus

Rural Cultural Houses (A New Approach to Rural Youth Work in Iran).

Pub Date-14 Jun 78

Note-13p.; Paper prepared for the International Seminar for the Promotion of Rural Youth Work (Ninth, Herrsching near Munchen, Federal Republic of Germany, 14 June-5 July 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Adult Education, Community Involvement, *Cultural Education, Cultural Opportunities, Economic Opportunities, *Educational Opportunities, Kindergarten, Program Evaluation, *Quality of Life, Rural Development, *Rural Education, *Rural Youth, Womens Education

Identifiers-*Iran (Khuzestan Province)

Based on field work in rural areas of Khuzestan Province in southwestern Iran in 1973-74, an examination of the nature of rural cultural houses in Iran was undertaken. Set up by royal decree in 1968, the rural cultural houses have had as their objective to assist peasantry in general and rural youth in particular to achieve a socially enriched life through development of athletic, artistic, and technical potentialities. In addition, activities attempted to foster community cooperation in solving socioeconomic problems and persuade peasants to participate in other community organizations. By 1977, some 1,030 villages had cultural houses, with guidance provided by the Ministry of Agriculture and Rural Development and associations at provincial and village levels. An agent, usually a young woman, was generally assigned to each rural cultural house. At the time of field work, there were 69 such houses in Khuzestan, serving 1.8 percent of the province's population. In the three cultural houses visited (in addition to standard program activities), kindergartens were in operation, serving free breakfasts and hot lunches. Though extent of the cultural house program in Iran has been limited, these centers could be useful instruments for improving living conditions of the villagers, particularly if the work could be coordinated with that of other village services and organizations. (RS)

ED 161 601 RC 010 869

Konan, Mildred And Others

Poverty and the Distribution of Mental Health Resources: Rural-Urban Comparisons. Scientific Article No. A2748, Contribution No. 5508 of the Maryland Agricultural Experiment Station.

Spons Agency-Maryland Univ., College Park. Agricultural Experiment Station.; National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date- 77

Contract-NIMH-278-75-0028

Note-34p.; Tables on pages 19 through 25 may not reproduce well due to poor print quality of original

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Community Health Services, Delivery Systems, Depressed Areas (Geographic), *Economic Disadvantagement, Facilities, Federal Aid, *Manpower Utilization, *Mental Health, *Mental Health Programs, *Rural Areas, *Rural Urban Differences, Urban Areas

Identifiers-Public Services

In recognition of the greater needs of low socioeconomic status persons, federal grant policy has favored areas in which 25 percent or more of the population is impoverished. Areas of greater poverty have more resources both in terms of service structure and level of manpower, yet broad inequities are found when the rural-urban status of a mental health service area (catchment area) is considered. Regardless of the proportion of the population in poverty, metropolitan areas are more favorably endowed. Problems encountered in servicing rural areas are numerous. Sparsely settled areas cannot finance meaningful private sector mental health systems; low tax bases are insufficient to support public service systems. Provision of services is costly, and qualified manpower are not attracted to rural areas where professional interaction is low. Current programs should be examined to detect barriers to rural participation. More resources and local political organization may be needed to develop programs that will directly address the mental health needs of rural America. This study assesses mental health resources and examines facilities, services and manpower. Tabular data compares proportion of population in poverty with service structure, facility manpower hours, rural-urban status, and service modifications needed. (AUTHOR/DS)

ED 161 635 RC 010 917

SCDC Spanish Curricula Units. Science/Math Strand, Unit 6, Grade 2, Teacher's Guide Multi-Ethnic Edition.

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Spanish Curricula Development Center, Miami Beach, Fla.

Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.

Pub Date-75

Note-284p.; Not available in hard copy due to sideways reading material; For related document, see RC 010 918

Available from-Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752 (Order No. 203-4, $4.50)

Language-Spanish; English

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Adjustment (to Environment), *Bilingual Education, Ecology, Elementary School Science, Grade 2, Instructional Materials, *Learning Activities, Learning Modules, *Mathematics Curriculum, Primary Education, Relativity, *Science Curriculum, Science Experiments, Spanish, *Spanish Speaking, Spiral Curriculum, Student Evaluation, *Teaching Guides

The science-math strand of unit six for second graders deals primarily with the concepts of conservation, relativity, adaptation and ecology. This teacher's guide to Kits 21-24 presents instructional and assessment activities revolving around the basic theme of the neighborhood as a community. Focus, objective, and materials for each activity are given in English and Spanish, with teacher instructions in Spanish only. Math activities review place value and the associative and commutative principles of addition and subtraction. Students measure line segments and are introduced to points, parallel lines, and intersections. One, two, and three digit numbers are added and subtracted, and their place values discussed. Through discussion, simple experiments, and observation, students learn matter, the forms it can take, and how matter and energy exist in fixed but interchangeable quantities. Relativity is understood as pupils describe the position of objects relative to other reference objects or to themselves. Reproductive patterns are observed in some plants and animals; adaptation is introduced with study of how organisms depend on and adapt to environment. The ecology section deals with the interaction of plants and animals with their environments and their dependence upon each other. (DS)

ED 161 675 SE 024 989

Welch, Wayne W. Gullickson, Arlen R.
A Strategy for Evaluating the NSF Comprehensive Program for Teacher Education. Research Paper No. 1.
Minnesota Univ., Minneapolis. Coll. of Education.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date- 75

Grant-NSF-GW-6800
Note-16p.; For related documents, see SE 024 990-999 and ED 148 632-640; Contains occasional light and broken type
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Design, Educational Research, *Elementary Secondary Education, Higher Education, *Inservice Teacher Education, Mathematics Teachers, *Program Evaluation, *Science Education, Science Teachers, *Summative Evaluation
Identifiers-*Minnesota Research & Evaluation Project, National Science Foundation, Research Reports

This document presents the design of an evaluation study for the Program of Comprehensive Grants for Teacher Education which is funded by the National Science Foundation (NSF). The main concerns of the evaluation were the need to provide context information to individual project directors and to develop a summative strategy for the national program. A total of 17 instruments were selected to collect a variety of cognitive and affective data for both science and mathematics projects from students, teachers and administrators. Approximately one-half of these instruments were developed for this evaluation while the remainder were chosen from existing instruments. A total of 354 schools from five experimental regions and five control regions participated in this study. The data gathered by this national design will be processed and analyzed during the next several months and presented to Comprehensive Project Directors and to the NSF. (HM)

ED 161 698 SE 025 136

Environmental Education and Outdoor Recreation. 1978 Nationwide Outdoor Recreation Plan. Task Force Report.

Department of the Interior, Washington, D.C. Heritage Conservation and Recreation Service.

Pub Date-78

Note-73p.; Contains marginal legibility in Appendices

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Conservation Education, *Environmental Education, *Federal Government, Federal Programs, *Government Role, Natural Resources, *Needs Assessment, Outdoor Education, Recreation, *Reports

This report is concerned with the role of the Federal Government in environmental education. The purpose of this document is to explore the perception that there is a valid and desirable interrelationship between environmental education and satisfactory recreational experiences and opportunities for the public. Specific findings of the Nationwide Outdoor Recreation Plan Environmental Education Task Force are included with discussion and recommendations. The recommendations are presented in the following format: conclusions, options, and recommendations on effecting. The appendices list land management and non-land management agencies and their environmental education involvement, and list the references and people involved in this draft report. (Author/MA)

ED 161 749 SE 025 224

Blakeslee, David W. And Others
Probability for Primary Grades, Teacher's Commentary. Revised Edition.
Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-66
Note-139p.; For related document, see SE 025 223; Not available in hard copy due to marginal legibility of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Curriculum, Elementary Education, *Elementary School Mathematics, *Instruction, Mathematics Education, *Probability, *Probability Theory, *Teaching Guides
Identifiers-*School Mathematics Study Group

This is a manual for teachers using School Mathematics Study Group (SMSG) primary school text materials. The commentary is organized into three parts. The first part contains an introduction and a section on mathematical comments relating to background knowledge needed by the teacher. The second and main part consists of a chapter by chapter commentary of the text. The objectives, vocabulary, materials, and suggested procedures are given for each lesson. The third part suggests probability devices which might be of use. Chapter topics include: (1) certainty and uncertainty; (2) likelihood; (3) combining events; (4) possibilities; (5) combinations; (6) arrangements; (7) probability; and (8) repeated trials. (MP)

ED 161 812 SO 011 289

Rosmann, Michael R.

Undergraduate Internships for Social Science Majors: Development and Longitudinal Evaluation of a Model Program.

Pub Date-Mar 78

Note-13p.; Document not available in hard copy from EDRS due to poor reproducibility of original document; Paper presented at Annual Meeting of the Eastern Psychological Association (Washington, D.C., March, 1978)

Available from-Dr. Michael Rosmann, Department of Psychology, Gilmer Hall, University of Virginia, Charlottesville, Virginia 22901 (free)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Community Attitudes, Community Services, Field Experience Programs, Higher Education, *Internship Programs, Program Descriptions, *Program Evaluation, *Psychology, Relevance (Education), School Community Programs, *Social Sciences, *Sociology, Student Attitudes, Teacher Attitudes

This program report traces the development of the University of Virginia's undergraduate internship program. The original internship program was established in 1973 to provide social science majors, chiefly psychology majors, with opportunities to apply academically derived knowledge and skills in community service areas. Funded by a federal ACTION grant, the program placed 85 students for 12-month tenures at 28 community agencies over a three-year interval. Upon termination of federal funding in 1976, a state-funded program was initiated to coordinate internships for approximately 30 psychology and 20 sociology majors annually at 29 community agencies. The second program was designed to correct several shortcomings revealed from an evaluation of its predecessor. The results of two separate evaluations one of the first federally-funded internship program and one of the current state-funded program are presented in this report. The evaluation of the current program shows that many positive results of the first internship program are still being experienced. Interns rate themselves as significantly more fulfilled, active, worthwhile, and possessing a more broadened outlook on life than students who have not participated in the program. The interns are more sure of their career choices. In addition, the interns' grade point averages improved more during their internship year than did those of other psychology and sociology majors. (RM)

ED 161 833 SP 013 196

Rubin, Louis, Ed.

The In-Service Education of Teachers. Trends, Processes, and Prescriptions.

Pub Date-78
Note-327p.
Available from-Allyn and Bacon, Inc., 470 Atlantic Ave., Boston, Massachusetts 02210 ($15.95)

Document Not Available from EDRS.

Descriptors-Cost Effectiveness, Curriculum Development, *Educational Change, Educational Legislation, Effective Teaching, Field Experience Programs, *Inservice Teacher Education, *Program Improvement, *State of the Art Reviews, Teaching Techniques, *Trend Analysis

In five major sections, this book deals with the following questions on inservice teacher education: (1) What are the principal and currently most active movements toward reform of inservice training? (2) What is the impact of such curriculum trends as back to the basics,'' team teaching, values education, affective learning, and an emphasis on the arts and humanities? (3) How are government policy realignments, shifting social pressures, budgetary revisions, and demographic trends producing educational change? (4) What are the prevalent views of teachers, school officers, consumer advocates, and civil rights lawyers on inservice training? (5) What general trends have emerged from our wide experience with inservice training over the past ten years? Thirty educational authorities contribute viewpoints on these topics. (JD)

ED 161 341 HE 010 567

Lenning, Oscar T.

A Conceptual Framework for Identifying and Assessing Needs in Postsecondary Education. AIR Forum Paper 1978.

Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.

Pub Date-22 May 78

Note-23p.; Paper presented at the annual Association for Institutional Research Forum (18th, Houston, Texas, May 21-25, 1978) ; Best copy available; Figure 1 may be marginally legible

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*College Planning, Decision Making, Educational Needs, Educational Objectives, *Information Needs, Information Utilization, *Institutional Research, Literature Reviews, *Models, Needs, *Needs Assessment, *Postsecondary Education, Problems, Resource Allocations

Identifiers-*Planning Methods

In order to sort out a comprehensible total picture regarding needs assessment and to develop a useful conceptual framework for this area, a comprehensive review of the needs assessment literature pertinent to the concerns of postsecondary education was conducted. The review found that needs assessment is a viable tool for input to planning, but serious problems exist. These include: (1) lack of a good definition of need; (2) difficulty in separating real need from wants and demands; (3) lack of valid and reliable measures and indicators of met and unmet need; (4) lack of useful taxonomies of needs; (5) tendency of many needs assessors to be imprecise about whose needs are of concern, and to not consider different groups separately; (6) tendency to focus on goals in needs assessment rather than let needs data help the institution evaluate and reformulate its goals; (7) tendency to be imprecise concerning which decisionmakers will use the needs data, and how; (8) failure to make use of relevant secondary data and to overcome the possible pitfalls inherent in such data; (9) difficulty of integrating ``soft'' with ``hard'' data; and (10) the tendency to make decisions using over-simplified decision rules. This information provides a framework to assist in overcoming such problems and for evaluating needs assessment models. (Author/JMD)

ED 161 362 HE 010 592

Witmer, David R.

Has the Golden Age of Higher Education Come to an Abrupt End? AIR Forum Paper 1978.

Pub Date-May 78
Note-11p.; Paper presented at the annual Association for Institutional Research Forum (18th, Houston, Texas, May 21-25, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*College Graduates, *Educational Benefits, *Educational Economics, Educational Research, *Higher Education, Human Capital, *Income, Institutional Research, Instructional Student Costs, Labor Market, Life Style, Social Status, *Statistical Analysis, Student Costs
Identifiers-Freeman (Richard), Hollomon (J Herbert)

Findings of research conducted by Richard B. Freeman and J. Herbert Hollomon concerning the benefits of higher education are disputed. The variations in data choice and use are discussed that seem to explain differences in the findings of Freeman and a completely separate study conducted by the author. Freeman reported that the rate of return on social investments in college training from men declined, and that the ``golden age'' of higher education came to an abrupt end at the outset of the 1970s. Freeman used college income and tuition charges rather than expenditures as the basis of costs, and he estimated the costs for 1972 on the basis of percentage change in median public tuition charges rather than using reports of actual expenditures. These failures to use data that reflect the actual costs of instruction yield internal rates of return that are inaccurate and unrealistically low. Another important difference between Freeman's results and the author's was due to the choice of income difference data on the basis of which returns to investments in higher education instruction were estimated. Little evidence of decline in the social rate of return on investments in college education for men was found by the author. Statistical data are presented on income and costs for men and women, and the cumulative effects of the computations are briefly described. (SW)

ED 161 382 HE 010 616

Toombs, William And Others

Planning an Information System for a Small College. AIR Forum Paper 1978.

Pub Date-May 78

Note-24p.; Paper presented at the annual Association for Institutional Research Forum (18th, Houston, Texas, May 21-25, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Administrative Organization, Administrative Policy, College Administration, College Planning, Data Analysis, Data Collection, Decision Making, Higher Education, *Information Systems, *Institutional Research, Interaction Process Analysis, *Organizational Climate, Organizational Communication, *Recordkeeping, School Organization, *Small Colleges, Student Records

Data collection and analyses of college records and interviewing provided a cross-sectional view of data flow and information transmission in a small college. The micro-analysis of interview data, forms, and reports yielded a picture of functional relationships, clarified loci of decision making, and stipulated functions served by data items. These became instruments to the identification of critical issues and problem areas. The macro-analysis of the superstructure and policies combined with the policy implications from the external environment yielded a contextual framework for the self analysis. The observations of the study group provided the institution a skeletal reconstruction of its record system. The greatest contributions were descriptions of organizational conditions that had to be addressed as both policy and operational issues. Through the interviews it became clear that each administrator, staff, and faculty member viewed the system, its priorities, effectiveness and efficiency from his reference point in the organizational scheme. By following the information flow it was determined that the admissions office played a key role in establishing and collecting information. The interview sessions also made it possible to identify trouble spots and areas of misinformation. Planning toward an automated information system is considered. (SW)

ED 161 584 RC 010 813

SCDC Spanish Curricula Units. Spanish SL Strand, Unit 3, Grade One, Teacher's Guide.

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Spanish Curricula Development Center, Miami Beach, Fla.
Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.
Pub Date-77
Note-360p.; Not available in hard copy due to sideways reading material; For related document, see RC 010 814
Available from-Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752 (Order No. 159-3, $5.00; readers $0.25 each)
Language-Spanish; English
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Bilingual Education, Childrens Literature, Communicative Competence (Languages), Comprehension, Grade 1, Grammar, Instructional Materials, Interpretive Skills, *Language Arts, Language Experience Approach, *Learning Activities, Learning Modules, Literary Analysis, Mathematics, Primary Education, Reading Instruction, School Environment, *Second Language Learning, *Spanish, Speech Skills, Student Evaluation, *Teaching Guides, Vocabulary Development
Identifiers-*Spanish (Second Language)

Using the school as a theme, unit three of the Spanish as a Second Language curriculum for first graders focuses on learning and assessment activities designed to provide the English-dominant child with structures and vocabulary needed for effective communication in a bilingual environment. Activities in kits 9-12 help build concepts in a new language through active participation in formal and informal language experiences. Subthemes of the child, his needs, wants, and resources, and use of resources are supported. Four small student picture books accompany the guide. Specific kit content is as follows: identification as part of a group; possession; subtraction equations; teacher and student roles; expression of emotions; comparisons; imitative reading; concepts of characters/settings; syllables; dramatization; time; safety; cooperation; geometric shapes; matching sentences with pictures; description of settings and sequencing events; idenfification of characters, actions, and characteristics; observation to identify/describe objects; numerals 11-20; identification of sentiments/motives for actions; inferences of characters' sentiments and likes; functions of school personnel; uses of library; syllable analysis. (RS)

ED 161 653

RC 010 944

SCDC Spanish Curricula Units. Science/Math Strand, Unit 8, Grade 3, Supplement & Ditto Packet.

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Spanish Curricula Development Center, Miami Beach, Fla.
Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.
Pub Date-76
Note-182p.; Not available in hard copy due to sideways reading material; For related document, see RC 010 943
Available from-Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752 (Order No. 240-9, $3.00)
Language-Spanish; English
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Addition, *Bilingual Education, Elementary School Mathematics, Elementary School Science, Environmental Education, Fractions, Grade 3, Health Education, Human Body, Instructional Aids, Learning Activities, *Mathematics Materials, Pollution, Primary Education, Safety, *Science Materials, Spanish, *Spanish Speaking, Subtraction, *Visual Aids, *Worksheets
Identifiers-Ditto Masters

A supplement to the teacher's guide for unit eight of a math/science strand for Spanish-speaking third graders, these instructional aids and ditto masters are designed to help the teacher carry out the instructional and assessment activities for kits 29-32. The guide gives the timetable for when these materials are to be used. Basic theme for the unit is the nation's communities. The supplementary packet contains both visuals for classroom use and worksheets for students which may be reproduced for individual seatwork. The worksheets are to be presented under supervision rather than as independent tasks. Science materials pertain to activities about environmental pollution, safety, and the human body. Math materials encompass ordinal numbers to 30, fractions, addition, subtraction, value of coins to $1, story problems involving money, and four-digit numbers. All classroom materials are in Spanish. (RS)

ED 161 724 SE 025 188

Page, Lou Williams Page, Thornton

Apollo-Soyuz Pamphlet No. 8: Zero-G Technology. Apollo-Soyuz Experiments in Space.

National Aeronautics and Space Administration, Washington, D.C.
Report No.-NASA-EP-140
Pub Date-Oct 77
Note-66p.; For related documents, see SE 025 181-189; Photographs may not reproduce well
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 033-800-00688-8; Available in sets only - $10.00)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Aerospace Technology, College Science, Earth Science, Higher Education, *Instructional Materials, *Learning Activities, Physical Sciences, *Science Education, Secondary Education, Secondary School Science, Space Sciences, *Supplementary Textbooks
Identifiers-National Aeronautics and Space Administration

This pamphlet is the eighth in a series of nine discussing the Apollo-Soyuz mission and experiments. This set is designed as a curriculum supplement for high school and college teachers, supervisors, curriculum specialists, textbook writers, and the general public. These booklets provide sources of ideas, examples of the scientific method, references to standard textbooks, and descriptions of space experiments. There are numerous illustrations, as well as questions for discussion (with answers) and a glossary of terms. This booklet discusses the value of several selected space technologies, the behavior of liquids in zero-g, high-temperature processing of metals and salts in zero-g, and the growth of large, nearly perfect crystals in zero-g. (MA)

ED 161 793 SO 011 253

Basic Services for Children: A Continuing Search for Learning Priorities. A Dossier for Initiating a Dialogue Part 1, 1978. Experiments and Innovations in Education No. 36.

International Bureau of Education, Geneva (Switzerland).; United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Pub Date-78
Note-241p.
Available from-Unipub, 345 Park Avenue South, New York, New York 10010 ($9.25 paperbound)
Document Not Available from EDRS.
Descriptors-Adult Education, Child Welfare, Community Role, *Comparative Education, *Delivery Systems, *Developing Nations, *Disadvantaged Environment, Early Childhood Education, Economic Disadvantagement, Educational Disadvantagement, *Educational Opportunities, Elementary Secondary Education, Program Descriptions, Quality of Life, Rural Education, *Services, Social Disadvantagement, Social Opportunities, World Problems

This book explores operational problems of providing educational services to underprivileged children in developing nations and presents reports from countries which have developed programs to solve these problems. The book is designed primarily for specialists concerned with development efforts both within and outside the educational sphere, and for people responsible for the training of professional and auxiliary staff to man such learning delivery systems. Part A explains the purpose of the book and summarizes the content and structure of the programs described in Part B. Part B, which comprises the bulk of the book, contains 17 reports from specific projects at national and sub-national levels. The papers are presented under six topics, including school programs; out-of-school programs; integration of learning components of basic services; actions in favor of infants and very young children; and selected exploratory activities relating to identification of learning needs. Developing countries contributing these papers include India, Madagascar, Sri Lanka, Tanzania, Guatemala, Ethiopia, Mexico, and the Philippines. Part C identifies problems and issues which are common to all educational development efforts, including community participation and learning system design. A bibliography of 60 references concludes the book. (AV)

Anderson, Rick
CAI and Developmental Education.
Pub Date-Mar 78
Note-7p.; Paper presented at the Annual Meeting of the Association for the Development of Computer-Based Instructional Systems (Dallas, Texas, March 1-4, 1978); For related document, see IR 006 231
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Basic Skills, *College Instruction, *Computer Assisted Instruction, *Computer Based Laboratories, Course Evaluation, *Instructional Design, *Instructional Systems, Language Skills

This paper discusses the problems and achievements of computer assisted instruction (CAI) projects at University College, University of Cincinnati. The most intensive use of CAI on campus, the CAI Lab, is part of the Developmental Education Center's effort to serve students who lack mastery of basic college-level skills in mathematics and English. The CAI Lab serves as resource to faculty members wanting to develop or use CAI units. Two areas in particular have caused problems and concern: financial difficulties and program justification. A comprehensive report on one particular course, ``irreg'' (irregular verb forms), was produced and is presented here under the following headings: student evaluation and analysis, and system performance (based on the CAI Lab log) and analysis. (VT)

ED 161 856 SP 013 255

Guide to Effective Teaching. A National Report on Eighty-One Outstanding College Teachers and How They Teach.

Pub Date-78

Note-174p.

Available from-Change Magazine Press, NBW Tower, New Rochelle, N.Y. 10801 ($6.95; $5.95 for 10 or more)

Document Not Available from EDRS.

Descriptors-Audiovisual Instruction, Case Studies, *College Faculty, Computers, Educational Research, *Effective Teaching, Field Studies, *Higher Education, Learning Modules, Lecture, Peer Teaching, Problem Solving, *Teaching Techniques

This collection of articles on effective teaching strategies is divided into the following ten major categories: (1) the lecture; (2) computers; (3) simulations; (4) peer teaching; (5) case studies; (6) self-pacing and modules; (7) use of multimedia; (8) field studies; (9) problem solving; and (10) research. The book is primarily addressed to teachers of students at the college level. (JD)

ED 161 303 FL 009 851

Bilingualism and British Education: The Dimensions of Diversity.
Centre for Information on Language Teaching, London (England).
Pub Date-May 76
Note-108p.
Available from-Centre for Information on Language Teaching and Research, 20 Carlton House Terrace, London SW1Y 5AP, England (1.50 pounds)
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-Bibliographies, *Bilingual Education, *Bilingualism, Bilingual Students, Code Switching (Language), *Educational Policy, Elementary Secondary Education, English (Second Language), Interference (Language Learning), Language Dominance, Language Instruction, Language Processing, Language Research, *Minority Groups, Multilingualism, Non English Speaking, Second Language Learning, Sociolinguistics
Identifiers-*England, Wales

This compilation of articles deals with practical questions of bilingualism that appear to be important to the development of education in Britain. The conference for which the papers were originally prepared concentrated on three general aspects: the existence of many thousands of bilingual children in Britain whose native languages are largely ignored educationally; the examples of planned or structured bilingual education offered in Wales; and the relationship between the techniques of foreign language teaching and the notion and reality of bilingualism. The articles include: (1) "Bilingualism and British Education," by G.E. Perren; (2) "Distribution of Linguistic Minorities in Britain," by Kiran Campbell-Platt; (3) "Provision by Minorities for Language Maintenance," by Verity Khan; (4) "Bilingualism in the Schools of Wales," by Derrick Sharp; (5) "Bilingual Education in Wales," by Eric Evans; (6) "Bilingual Education in Wales: Secondary School Organisation," by Gerald R. Morgan; (7) "Bilingualism in Bradford," by Eunice B. Beaumont; (8) "Bilingualism in Birmingham," by R.D. Chapman; (9) "Foreign Language Teaching and Bilingualism," by C.J. Dodson; and (10) "Some Conclusions: Reports by Working Parties." Appended are a list of current research in Britain on bilingualism, multilingualism, and bilingual education; a selected bibliography; a list of conference participants; and a list of other publications by CILT. (NCR)

ED 161 402 HE 010 636

Spiro, Louis M.

The Uses of Student Market Segmentation Techniques in College Recruitment. AIR Forum Paper 1978.

Pennsylvania State Univ., University Park. Office of Budget and Planning.

Pub Date-May 78

Note-20p.; Paper presented at the annual Association for Institutional Research Forum (18th, Houston, Texas, May 21-25, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Achievement Tests, Aptitude Tests, Cluster Analysis, College Bound Students, *College Students, *Demography, Discriminant Analysis, Factor Analysis, Higher Education, Institutional Research, *Marketing, Measurement Techniques, *Standardized Tests, Statistical Analysis, Student Attitudes, Student Behavior, *Student Characteristics, Student Grouping, *Student Recruitment, Surveys

Identifiers-*ACE/CIRP Freshman Survey, SAT Student Search Service, Scholastic Aptitude Test

Student market segmentation separates prospective college students into subgroups with similar characteristics, the most commonly used being geography, demography, attitudes, and behavior. Recruitment efforts can then focus on student segments similar to the present student body or on other students that might be attracted. The goal is to make potential students aware of institutional opportunities and to match their aspirations with the institutional environment. Data bases available for student segmentation are the ACE/CIRP Freshman Survey, the SAT scores reported by students to designated schools, and the SAT Student Search Service. The advantage of the Freshman Survey and the SAT score report data is the level of detailed student information provided to the institution. The advantage of the SAT Student Search Service is accessibility to the entire test-taking population. Only names and addresses, however, are provided by the service and the segmentation information is not released. Three statistical techniques can develop student segments. Factor analysis reduces large numbers of interrelated student variables to a smaller number of independent variables; criterion grouping or cluster analysis creates segments; and discriminant analysis describes the characteristics that are the primary sources of difference between the segments. (Author)

Johnson, Leland L.

The Social Effects of Cable Television.

Rand Corp., Santa Monica, Calif.
Spons Agency-John and Mary R. Markle Foundation, New York, N.Y.
Report No.-P-5390
Pub Date-Mar 75
Note-15p.; Paper presented at the International Conference on Communications (San Francisco, California, June 16, 1975)
Available from-The Rand Corporation, 1700 Main Street, Santa Monica, California ($1.50)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Cable Television, Cost Effectiveness, *Program Effectiveness, *Programing (Broadcast), *Social Influences, *Technological Advancement, Television

Cable television illustrates the problems that can arise in exploiting a promising new technology to meet social needs. Cable operators' marketing procedures have emphasized improvement of the quality of reception from local broadcasting stations, increased programming choice by introduction of distant signals, and introduction of special pay channels for movies and sports. Programming and operating costs are so high that mass appeal broadcasting is economically more attractive than cable. Using cable as a polling device, or burglar alarm, or for meter reading, are other applications which are accompanied by a variety of problems, the greatest of which is cost. The extent to which new socially significant services develop on cable in the future will depend on a number of factors including federal regulatory policy, interconnection of cable systems, social experimentation, and technological developments. (JEG)

ED 161 470 JC 780 545

Heller, Barbara R. And Others
1973 Career Graduates: A Profile of CUNY Community College Students.
City Univ. of New York, N.Y. Graduate School and Univ. Center.
Spons Agency-New York State Education Dept. Albany, Grants Administration Unit.
Pub Date-Sep 78
Note-99p.
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Age, Articulation (Program), College Majors, Community Colleges, *Employment Patterns, Females, *Graduate Surveys, Job Satisfaction, *Junior Colleges, Males, Occupational Mobility, Participant Satisfaction, Promotion (Occupational), Questionnaires, Relevance (Education), Salaries, *Student Characteristics, *Vocational Education, Vocational Followup

A survey was conducted of the 1973 career program graduates of seven participating community colleges of the City University of New York and was compared to a previous study of 1966 graduates. Two questionnaire mailings and a telephone follow-up yielded a 28.5% (N 4,379) response rate. Results are presented in the following areas: age, sex, college major, and educational background of the graduates; employment attainment, salary, and career progress after graduation; educational attainment after graduation; and program evaluation and satisfaction with the importance of the associate degree and with course emphases in relation to job development. Findings include the following: demographically, the 1973 graduate was older than the 1966 graduate (25-30 compared to 20-24 years of age) and more likely to be female; annual salary five years after graduation was higher for the 1973 than the 1966 graduates; in general, graduates were satisfied with the training they received and the majority continued their education at a four-year college; students commented on difficulties in transferring credits and the need for more hands-on experience, a higher-level degree to compete in the job market, and an easing of the transition to a four-year college. The questionnaire and supplementary tables are appended. (MB)

ED 161 489 JC 780 568

Marks, Joseph Lappin

A Model for the Selection of Members of the Faculty.

Note-21p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-College Faculty, Employment Qualifications, *Faculty Evaluation, *Faculty Recruitment, Personnel Data, *Postsecondary Education, Teacher Employment, Teacher Evaluation, *Teacher Qualifications, Teacher Recruitment, *Teacher Selection

An idealized model for the selection of faculty is presented in three phases. The first of these, pre-recruitment, consists of four steps: determining needs for positions to accomplish institutional aims; analysis of student, community, administrative, and colleague characteristics, and of job qualifications; preparation of the selection package; and affirmative action evaluation and final reviews. The recruitment phase involves engaging in efforts which will produce a high quality and diverse set of applicants from all relevant populations. The third phase is applicant and candidate evaluation; the steps which comprise this phase are candidate screening, admission to candidacy, examination of candidates' references and final checks, evaluations of the candidates, final reviews and consultations, and invitation to faculty membership or resubmission of position announcement. Appendices contain a model faculty selection process flow chart and guideline statements from the literature for each of the phases described. A bibliography is also included. (MB)

Spangler, Richard

Mathematics: K-14. A Learning Center Approach at Tacoma Community College.

Pub Date-14 Oct 78
Note-29p.; Paper presented at the annual meeting of the American Mathematical Association of Two-Year Colleges (Houston, Texas, October 10-14, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-College Mathematics, Community Colleges, *Individualized Instruction, Instructional Materials Centers, *Junior Colleges, *Learning Laboratories, *Mathematics Instruction, Mathematics Materials, Mathematics Teachers, Open Education, Program Descriptions, Programed Instruction, Remedial Mathematics, *Tutorial Programs

The mathematics learning center at Tacoma Community College (Washington) has three programs: an independent-tutorial study system, a student tutorial system, and a basic arithmetic skills laboratory. Thirty independent-tutorial study mathematics courses, ranging from arithmetic to calculus, are available within the structure and control of the mathematics department. During the quarter, the student proceeds at his or her own rate of study using a commercially available active-involvement text. A student either completes the course by the end of the quarter or earns an incomplete grade which must be made up during the next quarter. The mathematics lab personnel consist of a faculty director assigned for three hours daily, instructors who diagnose exams and prescribe remedies for weaknesses, teaching assistants from universities, and clerks who administer and correct exams and keep all student records. The student tutorial service coordinates tutors and tutees without charge. The basic skills lab provides service to adults whose skill level in reading and arithmetic is below fifth grade. Results over seven years are seen in a reduced lecture class dropout rate, and in the doubling of the math student population without any increase in personnel. Advantages and disadvantages of the program are discussed and an appendix, containing a list of texts used, a floor plan of the lab, instructions for the independent learning modules, and sample student reminder cards, is included. (MB)

SCDC Spanish Curricula Units. Social Science Strand, Unit 9, Grade 3, Teacher's Guide.

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Spanish Curricula Development Center, Miami Beach, Fla.

Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.

Pub Date-77

Note-232p.; Not available in hard copy due to sideways reading material; For related document, see RC 010 902

Available from-Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752 (Order No. 255-7, $4.50)

Language-Spanish; English

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-American History, *Bilingual Education, Change Agents, *Cultural Education, Cultural Interrelationships, Culture Conflict, Elementary Education, Grade 3, Instructional Aids, Instructional Materials, Language Experience Approach, *Learning Activities, Learning Modules, Primary Education, *Social Sciences, Spanish, *Spanish Speaking, Spiral Curriculum, Student Evaluation, *Teaching Guides

Instructional and assessment activities for grade 3 social sciences are presented in this teacher's guide to unit nine of the social sciences strand. Focus, objectives, and materials for each activity are given in English and Spanish, with teacher instructions only in Spanish. The unit expands the conceptual field of the child in terms of the nation as a community; each of its four kits treats a spiraling question and is designed for instruction of two to three weeks. Kit 33 examines who the individual is, as students learn about the territory explored and colonized by the Spanish and the historical backgrounds of states along with their resource, need, and income relationships. Kit 34 revolves around what the individual's alternatives are as students trace their ethnic backgrounds and study historical landmarks, events and traditions. Kit 35 questions how one can initiate change with looks at past and present conflicts. Kit 36 concentrates on what happens as a result of change as it compares past and present life styles and identifies the impact man and environment have on each other. Seatwork and group activities are presented. Content sources include stories, newspapers, maps, dramatizations, research work, group reports, guided discussion, and the child's own experience. (DS)

ED 161 699 SE 025 138

Engel, William T. And Others

Self-Monitoring Procedures: Basic Laboratory Skills, Instructional Package Worksheets.

Charles County Community Coll., La Plata, Md.
Spons Agency-Environmental Protection Agency, Washington, D.C. Office of Water Programs
Report No.-EPA-430-1-75-008
Pub Date- 75
Grant-EPA-900501
Note-114p.; For related documents, see ED 147 189-195; Contains occasional light type
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-Course Content, *Educational Programs, Environmental Technicians, *Instructional Materials, Laboratory Equipment, *Laboratory Techniques, *Pollution, *Postsecondary Education, *Water Pollution Control
Identifiers-*Waste Water Treatment

This manual contains instructional worksheets for a course in basic laboratory skills. It has been designed to meet the needs of the treatment plant technician who has little or no previous laboratory experience and is required to monitor effluent discharges. The manual is prepared on a modular basis and includes basic mathematics, weighing techniques, use of equipment, solution preparation, and basic microbiological techniques. All handout sheets, pre- and post-tests, and quizzes are contained in the Appendix. (CS)

ED 161 750 SE 025 225

Knezek, Bernard D., Ed. Miller, Robert H., Ed.

Application of Sludges and Wastewaters on Agricultural Land: A Planning and Educational Guide, MCD-35. Research Bulletin 1090.

Ohio Agricultural Research and Development Center, Wooster.

Spons Agency-Environmental Protection Agency, Washington, D.C. Office of Water Programs.

Pub Date-Mar 78

Note-99p.

Available from-General Services Administration (8FFS), Centralized Mailing List Services, Bldg. 41, Denver Federal Center, Denver, CO 80225 (no price quoted)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-Agricultural Education, *Agriculture, Environmental Education, *Land Use, Science Education, Soil Conservation, *Soil Science, Turf Management, *Waste Disposal, *Water Resources

This report addresses the application of agricultural processing wastes, industrial and municipal wastes on agricultural land as both a waste management and resource recovery and reuse practice. The document emphasizes the treatment and beneficial utilization of sludge and wastewater as opposed to waste disposal. These objectives are achieved through incorporation into well-designed and operated agricultural production systems in ways that are compatible with maintaining the soil's normal viability and productivity. Waste characterization, crop selection and management, site selection, management and monitoring are addressed. Sample problems, procedures, calculations and diagrams are incorporated into most sections. In addition, public health and nuisance concerns, as well as public acceptance, legal and economic considerations are discussed. (Author/BB)

ED 161 775 SO 011 090

Wispe, Lauren G.

Positive and Negative Semantic Markers in Psychological Research: Does It Matter if Society Makes Love or War?

Pub Date- 77
Note-37p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Behavioral Science Research, Function Words, Language Patterns, *Language Research, *Language Usage, Linguistics, Phrase Structure, *Psychological Studies, Relationship, *Semantics, Social Influences, Sociolinguistics, *Structural Analysis, Trend Analysis

This paper describes a study of the relationship between terminology in psychological studies and prevailing social conditions at the time of the studies. It is proposed that researchers reflect societal concerns by their choice of semantic markers (terminology). Over 3,000 psychological studies from 1900-72 were analyzed in terms of their positive or negative orientation. Lists of all nouns and adjectives describing behavior within the studies were compiled. Studies were also categorized for their methodological orientation and whether they used animals, children, or adults as subjects. Results showed that (1) prior to 1920 the numbers of positively and negatively marked studies were equal, (2) since 1920 more negative than positive behavior studies have been conducted, (3) since 1970 positive behavior studies have increased, and (4) recently there has been an increase in experimental and psychotherapy studies using adult human subjects. These trends are discussed in terms of events such as the Depression, the Korean War, World War II, the Kitty Genovese murder, and growing drug and alcohol abuse. (MR)

Floden, Robert E.

Flexner, Accreditation, and Evaluation. Research Series No. 5.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Contract-400-76-0073
Note-31p.
Available from-Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($1.75)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Academic Standards, *Accreditation (Institutions), Admission Criteria, *Change Agents, Educational Finance, *Evaluation Methods, *Program Evaluation, *Schools of Education, Teacher Education
Identifiers-Flexner (Abraham)

Accreditation, the process by which an organization grants approval to an educational institution, is the central issue in several current debates among educators. Although a variety of issues figure in these debates, the major disagreements revolve around three questions: How should the accreditation procedures be determined? Who should participate in the accreditation process? What are the effects of accreditation? The standards and techniques for accreditation of schools of teacher education have been determined by committees, comprised mainly of professional educators and education associations. In the current study of accreditation methods, the work of Abraham Flexner is cited. Flexner, a layman, examined and evaluated medical schools in the early 1900's. Parallels are drawn between the methods he used (observation and common sense) and the evaluation processes of schools of education. Basic to the discussion of evaluation methods is whether or not a layman might be less biased in assessment than a professional in the field. Suggestion is made that accreditors might learn from Flexner and should abandon attempts to make accreditation procedures more scientific,'' instead, turning control of the process over to laymen and devoting their energies to raising money for changes indicated by the resultant accreditation studies. (JD)

Karnes, Merle B. And Others
Nurturing Academic Talent in Early Childhood: Reading.
Illinois Univ., Urbana. Inst. for Child Behavior and Development.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Sep 78
Grant-OEG-00-75-00232
Note-37p.; For related documents, see PS 010 120, PS 010 146, PS 010 150, and PS 010 152-57
Available from-Publications Office, Institute for Child Behavior and Development, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog No. 1403.005, $2.50)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Educational Diagnosis, *Gifted, *Handicapped Children, Instructional Materials, *Language Experience Approach, Learning Activities, Preschool Education, *Reading Development, Reading Readiness, Reading Skills, *Talent Development, *Teaching Guides, Teaching Methods
Identifiers-*RAPYHT Project

This teaching guide suggests practical ideas for encouraging reading talent in preschool children. It is part of a series of similar guides developed by the RAPYHT Project (Retrieval and Acceleration of Promising Young Handicapped and Talented) for educating young gifted/talented handicapped children and gifted children with no handicaps. The guide recommends the use of a language experience approach. A list of characteristics which indicate reading readiness in young children is followed by a description of general methods and procedures which can be used to stimulate reading abilities, encouraging a transition from understanding spoken language to understanding written language. A list of necessary classroom equipment for reading instruction is also included. The final, largest section specifies goal areas and describes the appropriate activities which will stimulate the talented child's interest and skill in reading. The goals include extending a child's listening/speaking vocabulary, demonstrating the relationship between spoken and written language, developing an appreciation for reading for pleasure, demonstrating the usefulness of reading for information, matching and identifying letters of the alphabet and words, developing an appreciation for the rhythm and sounds of language, practicing phonic skills, using contextual cues, increasing comprehension, and expressing ideas through print. (CM)

ED 161 547 PS 010 200

Nicolich, Lorraine McCune

Methodological Issues in Studying Symbolic Play.

Pub Date-Apr 78

Note-81p.; Paper presented at the Biennial Meeting of the Southeastern Conference on Human Development (5th, Atlanta, Georgia, April 27-29, 1978)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-*Cognitive Development, Developmental Stages, Imagination, *Infants, *Literature Reviews, *Preschool Children, *Pretend Play, *Research Methodology, Thought Processes

Identifiers-*Symbolic Play

This article provides a comparative analysis of studies in which symbolic play in children ages 1 through 3 was the major focus of a formal research strategy. The review provides readers with (1) information allowing more effective evaluation of research involving symbolic play and (2) background for designing or adopting play measurement techniques for use in their own research. The first section concerns the definition of symbolic play and sequences of development that have been empirically observed. Discussion focuses on structural analysis of symbolic play behaviors, role and object substitution in symbolic play, and planning and sequencing of pretend acts. In the second section paradigms used in the various investigations are compared and inferences are made concerning the influence of methodological choices on the results observed. Home vs. laboratory investigations, mother role in symbolic play studies, experimenter roles in play assessment, and toys and other objects are examined. The final section suggests research directions both for those who would investigate the nature and development of symbolic play, and for those who wish to measure symbolic play ability for comparison with other variables. Findings of the studies reviewed indicate that order of acquisition of the earlier types of symbolic play can be specified while sequencing of later appearing behaviors remains in question. (Author/RH)

ED 161 566 RC 010 712

Gerlach, Ernest J. And Others

Indian Employment in New Mexico State Government.

New Mexico State Advisory Committee to the U.S. Commission on Civil Rights, Santa Fe.

Pub Date-Aug 75

Note-87p.; For related document, see RC 010 713

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-*Affirmative Action, *American Indians, Cultural Awareness, Culture Free Tests, Demography, Educationally Disadvantaged, Employment Opportunities, *Employment Patterns, Employment Qualifications, *Government Employees, Minority Groups, *Personnel Policy, Reservations (Indian), Rural Urban Differences, Salaries, *State Government, Working Women

Identifiers-*New Mexico

Examining employment of American Indians in New Mexico state government, the New Mexico Advisory Committee to the U.S. Commission on Civil Rights found little change between small numbers of Indian employees in 1972 and 1974 figures. Though the State Personnel Office has made efforts to institute new programs and policies related to Indian employment, major deterrents remain in the lower Indian educational level, location of state jobs away from Indian populations, and written qualification tests that are not always job related and which contain language and cultural barriers. Committee recommendations were made for each of the following findings: (1) only 2 percent of state government employees are Indians; (2) these employees are concentrated in three agencies (Employment Security Commission, Health and Social Services, Highway Department), and are predominately in lower paying positions; (3) specific standards are lacking for required state agency annual affirmative action plans; (4) written tests are still the main job qualification instrument; (5) an outreach program responsible for contacting and recruiting minority applicants and upgrading employees has had little impact; (6) no systemwide cultural awareness program exists to educate state personnel about Indian values and cultural needs; and (7) lack of consistent state effort to actively recruit American Indians for employment. (RS)

ED 161 602 RC 010 870

Tordella, Stephen J. And Others

Urban and Rural Population Change in Wisconsin Counties, 1960 to 1975. Population Series 70-9.

Spons Agency-Wisconsin Univ., Madison. Coll. of Agricultural and Life Sciences.; Wisconsin Univ., Madison. Univ. Extension.
Pub Date-Apr 77
Note-62p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Area Studies, *Demography, *Migration, Population Distribution, *Population Trends, Rural Areas, *Rural Population, Tables (Data), *Urban Population, Urban to Rural Migration
Identifiers-*Counties, *Wisconsin

Over the past several years significant changes have occurred in longstanding patterns of population growth within Wisconsin. Before 1960, growth occurred primarily in and around major metropolitan areas. In the 1970's a growth revival took place in nonmetropolitan counties. This, along with a sharp decline in urban growth, allowed rural growth to exceed urban for the first time since the state's formation. Annually, from 1970 to 1975, the urban population grew 0.3 percent and the rural by 1.5 percent; metropolitan counties grew 0.6 percent and the nonmetropolitan counties by 1.0 percent. Despite their remote locations, counties not adjacent to metropolitan areas are the most rapidly growing group in Wisconsin. This study examines the rural and urban population changes in the context of the unanticipated shift in growth patterns. Population data was derived from the 1960 and 1970 Censuses and the 1975 Population Estimates of the Wisconsin State Department of Administration. Tabular data for the state and for metropolitan/nonmetropolitan groupings of counties includes 1960, 1970, and 1975 urban and rural populations and average annual percent changes for the periods from 1960-1970 and 1970-1975. Urban and rural populations for each county are also given along with their average annual percent changes for urban and rural populations. (AUTHOR/DS)

ED 161 676   SE 024 990

Gullickson, Arlen R. Welch, Wayne W.
Applying Experimental Designs to Large-Scale Program Evaluation. Research Paper No. 2.
Minnesota Univ., Minneapolis. Coll. of Education.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date- 75
Grant-NSF-GW-6800
Note-17p.; For related documents, see SE 024 989-999 and ED 148 632-640; Not available in hard copy due to marginal legibility of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Educational Assessment, Educational Research, *Evaluation Methods, *Program Evaluation, Research Design, *Research Methodology, *Science Education, *Statistical Analysis
Identifiers-*Minnesota Research & Evaluation Project, National Science Foundation, Research Reports

This paper discusses how an experimental design can be applied to a large-scale evaluation. The purpose of the study described is to assess the success of the National Science Foundation (NSF) in achieving its goal for five comprehensive projects. This paper is divided into four main sections: (1) design; (2) sampling procedures; (3) data gathering techniques; and (4) conclusion. The majority of the paper is given to a description of the sampling and data gathering techniques used. Throughout, an emphasis is placed on procedures used and decisions made together with the reasoning behind the decisions made. Actions taken which reduced the experimental design power and advantages of using the design are discussed. It is concluded that the experimental design deserves to be considered in the evaluator's tools to be used in improving both the decision-making process and the resulting decisions. (Author/RM)

ED 161 725 SE 025 189

Page, Lou Williams Page, Thornton

Apollo-Soyuz Pamphlet No. 9: General Science. Apollo-Soyuz Experiments in Space.

National Aeronautics and Space Administration, Washington, D.C.
Report No.-NASA-EP-141
Pub Date-Oct 77
Note-87p.; For related documents, see SE 025 181-188; Photographs may not reproduce well
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 033-800-00688-8; Available in sets only - $10.00)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Aerospace Education, College Science, Earth Science, *General Science, Higher Education, *Instructional Materials, *Learning Activities, *Science Education, Secondary Education, Secondary School Science, Space Sciences, *Supplementary Textbooks
Identifiers-National Aeronautics and Space Administration

This is the last pamphlet in a series of nine discussing the Apollo-Soyuz mission and experiments. This set is designed as a curriculum supplement for secondary and college teachers, supervisors, curriculum specialists, textbook writers, and the general public. These booklets provide sources of ideas, examples of the scientific method, references to standard textbooks, and descriptions of space experiments. There are numerous illustrations, as well as questions for discussion (with answers) and a glossary of terms. This last booklet describes the Apollo-Soyuz Mission, the spacecraft, astronomy experiments, geoscience experiments, biology experiments, and materials experiments performed on the mission. (MA)

ED 161 813 SO 011 290

Nagel, Joane

The Conditions of Ethnic Separatism: The Kurds in Turkey, Iran, and Iraq.

Pub Date-May 78

Note-33p.; Paper presented at Seventy-Third Annual Meeting of the American Sociological Association (San Francisco, California, September 4-8, 1978)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Area Studies, *Conflict, Cultural Factors, Cultural Pluralism, Dissent, Economic Factors, *Ethnic Groups, Ethnic Relations, Group Unity, *Middle Eastern History, Middle Eastern Studies, Political Influences, Social Factors, *Sociology, Theories

Identifiers-Iran, Iraq, *Separatism, Turkey

This paper hypothesizes the crucial factors necessary for the transformation of rebellion into separatist movements. It examines the Kurds in Turkey, Iran, and Iraq as a case study to test the hypotheses. Separatism is seen to include attempts by an ethnic group to achieve complete independence from the nation in which it resides. It can also include efforts to increase group autonomy ranging from increased local decision-making rights to confederation, just short of independence. In the first part of the paper the author discusses the conditions necessary to the development of separatist movements. First, the ethnic group must be included within a national boundary containing other dominant groups. The second condition of separation is unequal economic and political relations between the ethnic periphery and the central groups. Third, there must be penetration and activation of the ethnic periphery. Finally, separatism requires an organized periphery capable of coordinating the movement and linking it to outside groups. In the second part of the paper the author shows that the separatist movements of the Kurds in Turkey, Iran, and Iraq are an excellent case for the preliminary testing of the hypothesized conditions of separatism. The conditions outlined in part one are examined in the historic context of each nation. The author concludes that to the extent that these factors that spur separatist movements continue to characterize the modern world, we should expect to see an increase in ethnic conflict, separatist and otherwise. (RM)

Seventh National Conference on Physical Activity for the Exceptional Individual.

California Association for Health, Physical Education and Recreation, Danville.; California State Dept. of Education, Los Angeles.; Los Angeles County Superintendent of Schools, Calif. Div. of Special Education.

Pub Date-78
Note-156p.; Conference held October 20-21, 1978.
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Adapted Physical Education, Developmental Disabilities, *Exceptional Persons, Games, *Handicapped, *Motivation, Motor Development, Movement Education, *Physical Activities, Physical Education, *Physical Recreation Programs, Special Education

A variety of physical activities and their applications to special education situations are presented and discussed in this collection of papers. Topics include games for exceptional populations, mime and movement, behavioral management techniques, motor development programs for the handicapped, teacher and student motivation, yoga for the handicapped, motology, preadolescents, management of assaultive behavior, muscular dystrophy, therapeutic recreation, effects of drugs on growth, and others. (DS)

ED 161 322 HE 010 529

Keller, Michael J.

Perceptions of Sorority and Fraternity Rush. Survey Report. Student Life Research Service.

Miami Univ., Oxford, Ohio. Office of Program Development.

Pub Date-Jun 78

Note-21p.

Available from-Miami University, Office of Program Development, Oxford, Ohio 45046

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*College Students, *Fraternities, Higher Education, Organizations (Groups), School Surveys, *Self Esteem, *Social Organizations, *Sororities, Student Attitudes, *Student Characteristics, Student Experience, Student Organizations

Identifiers-*Miami University

Participants in sorority and fraternity rush at Miami were surveyed about their experiences with that process, the factors important to the decision to pledge or not to pledge a Greek-letter organization, and the effect rush had on a person's self-image. Another study question was whether there were any differences in personal background characteristics between students who pledged and those who did not. The study group were men and women who participated in rush and pledged a fraternity or sorority and those who participated in rush but did not pledge. Students who did not pledge either withdrew voluntarily or were not preferred by sororities or fraternities. Anonymous questionnaires were administered after the formal rush period. A greater percentage of students of both sexes who pledged agreed that rush was a worthwhile addition to their college experience, felt comfortable in "being themselves" during rush, and believed that the activities of rush period provided them with sufficient information for making a choice about pledging. The milieu of the fraternal system and the people in it were the dominant influences on the decision to pledge. Students who pledged reported that rush had a neutral to positive effect on their views of themselves, while non-pledges indicated that it had a neutral to negative impact. (Author/SW)

ED 161 342 HE 010 568

Tatham, Elaine

Community College Enrollment: Trends and Implications. AIR Forum Paper 1978.

Pub Date-May 78

Note-25p.; Paper presented at the annual Association for Institutional Research Forum (18th, Houston, Texas, May 21-25, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-College Planning, *College Students, *Community Colleges, Data Bases, Enrollment Influences, Enrollment Projections, *Enrollment Trends, Higher Education, Institutional Research, Research Projects, *Student Characteristics, *Trend Analysis

Identifiers-Kansas

Factors important to assessing community college enrollment trends and the future implications of these trends are discussed. Changes in college student characteristics included an increased percentage of women and part-time students, increased student age, and more vocational programs. Colleges must monitor their enrollments using existing college and community data. Enrollment projects must be a team effort of the institution, and cooperative efforts of colleges can be beneficial.

Contingency type'' planning and the assessment of alternative actions on a regular basis are needed. Charts of population data for Johnson County, Kansas, are included, and necessary elements of an institutional data base are outlined. (SW)

Howard, Harold C.

The Human Dimension: Balancing People Needs and Resources. AIR Forum Paper 1978.

Pub Date-May 78
Note-22p.; Paper presented at the annual Association for Institutional Research Forum (18th, Houston, Texas, May 21-25, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*College Administration, *College Faculty, Cost Effectiveness, Course Descriptions, Decision Making, Decision Making Skills, Educational Accountability, Higher Education, *Human Resources, Institutional Environment, Morale, *Organizational Climate, Organizational Communication, *Teacher Administrator Relationship, Teacher Motivation, *Teacher Participation
Identifiers-*Eastern College PA

The call for accountability in higher education has resulted in a demand for the effective use of scarce resources and institutional survival is affected. Since the vitality of an institution is the true measure of its strength, all decisions, including cost-based ones, should be made in terms of their effect on morale and motivation. Faculty, by the very nature of the educational enterprise, are not only at the center of the operation, but are involved in much of the most critical management activity. As such, there can be no effective implementation of decision nor optimum cost-effectiveness apart from their voluntary support. The major task of the educational administrator is to organize faculty participation, develop the sort of climate and provide the resources and tools to make it effective. Efforts at Eastern College in teaching management skills and providing management tools to the faculty, staff, and administration are reported. The objective is to improve communication and through the teaching of management skills, make possible more effective participation in the decision-making process. (Author/LBH)

ED 161 383 HE 010 617

Salley, Charles D.

Predicting Next Year's Resources Short-Term Enrollment Forecasting for Accurate Budget Planning. AIR Forum Paper 1978.

Georgia State Univ., Atlanta. Office of Institutional Planning.

Pub Date-May 78

Note-26p.; Paper presented at the annual Association for Institutional Research Forum (18th, Houston, Texas, May 21-25, 1978)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Budgeting, Case Studies, *College Planning, Credits, Educational Economics, *Educational Finance, Enrollment Influences, *Enrollment Projections, *Enrollment Trends, *Evaluation Methods, Higher Education, Institutional Research, Measurement Techniques, *Prediction, Predictor Variables, Research Projects, State Aid, State Universities, Trend Analysis, University Administration, Urban Universities

Accurate enrollment forecasts are a prerequisite for reliable budget projections. This is because tuition payments make up a significant portion of a university's revenue, and anticipated revenue is the immediate constraint on current operating expenditures. Accurate forecasts are even more critical to revenue projections when a university's revenue allocations are tied by a state funding formula to credit-hour enrollment. Unfortunately, budget forecasters often extrapolate the latest enrollment change indefinitely into the future. Such judgment can mistake short-term seasonal and cyclical variations for a change in the long-term growth trend. The risk of such a mistake is especially high when the growth trend is moderate, as in the 1970's, because short-term variations are more visible than they are during periods of rapid growth, as in the 1960's. Under present conditions, if a temporary increase in enrollment one year is extrapolated as a trend change to the following year, underbudgeted years will alternate with overbudgeted years. This means year-end travel and procurement curtailments. The study suggests that this type of error can be avoided by using traditional techniques of time series analysis to identify fairly stable short-term enrollment patterns. Forecasters can then view enrollment fluctuations as a composite of short-term variations and the long-term trend variation. The techniques are demonstrated as applied at a large urban public university. (Author)

ED 161 424 IR 006 265

Sorlie, William E. Essex, Diane L.

Evaluation of a Three Year Health Sciences PLATO IV Computer-Based Education Project.

Pub Date-Mar 78

Note-16p.; Paper presented at the Annual Meeting of the Association for the Development of Computer-Based Instructional Systems (Dallas, Texas, March 1-4, 1978); For related document, see IR 006 231

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Computer Assisted Instruction, Curriculum Design, *Curriculum Evaluation, *Evaluation, Medical Education, Medicine, *Program Evaluation, Summative Evaluation

Identifiers-*PLATO, University of Illinois

Significant findings of the comprehensive evaluation of a computer-based curriculum in the basic medical sciences using the PLATO IV computer system are presented. The study was conducted by the Office of Curriculum and Evaluation (OCE) of the School of Basic Medical Sciences (SBMS) at the University of Illinois, Urbana/Champaign (UC). It was designed to assess the progress of the project relative to goals outlined in the contract; provide feedback to the Project and School personnel, as well as to the funding agent; and portray the Project as it had evolved since its inception. The techniques of responsive evaluation and portrayal were used combined with Context, Input, Process, Product (CIPP) and discrepancy evaluation. Significant results of the evaluation are reported under the headings: summary of data, major factors which impacted upon project functioning, project accomplishments, recommendations, and unresolved issues. Eight recommendations cover a variety of aspects including qualifications of staff, on-the-job training programs, and the need for a 6-12 month funded planning and recruitment phase. They provide insight into the diversity of factors that interact to influence the successful development and implementation of an educational program. (VT)

ED 161 490 JC 780 569

Guidance Services for the Physically Disabled Two-Year College Student: A Counselor's Manual.

State Univ. of New York, Albany. Coordinating Area No. 4.
Spons Agency-New York State Education Dept., Albany. Bureau of Two-Year Coll. Programs.
Pub Date-78
Note-167p.
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors-Administrator Role, College Faculty, Community Colleges, Counselor Role, *Guidance Services, Guides, *Handicapped Students, Health Services, *Junior Colleges, Junior College Students, *Mainstreaming, *Physically Handicapped, Student Financial Aid, Student Needs, Student Placement, Teacher Role

This manual, developed to aid in the counseling of handicapped students, is divided according to the various institutional components with which the mainstreamed disabled student deals during the college years. The first section outlines the role of the counseling office in recruiting and preparing for handicapped students, and in serving them during admissions and registration periods, during each semester of attendance, and after graduation. The second section presents challenges to the faculty and discusses the contributions they can make to the successful acclimatization of their handicapped students to college life. In addition to providing information on financial aid resources, the third section discusses the role of the financial aid office during pre-admission, admission, and first semester phases of contact. The roles of the health and placement offices during each of these periods are covered in the fourth and fifth sections, while the sixth and seventh sections offer ways of accommodating handicapped patrons in the library and bookstore. The eighth section, dealing with the physical education and recreation needs of the handicapped student, is followed by a section on physically handicapped student representation in student government. The final sections cover self-help organizations and resources, and the role of administrative officials. Extensive resource lists and bibliographies are included. (MB)

ED 161 585 RC 010 814

SCDC Spanish Curricula Units. Spanish SL Strand, Unit 3, Grade One, Supplement & Ditto Packet.

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Spanish Curricula Development Center, Miami Beach, Fla.

Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.

Pub Date-75

Note-233p.; Not available in hard copy due to sideways reading material; For related document, see RC 010 813

Available from-Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752 (Order No. 160-7, $3.50)

Language-Spanish; English

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Bilingual Education, Grade 1, *Instructional Aids, Instructional Materials, Language Arts, Learning Activities, Mathematics Materials, Numbers, Primary Education, Safety Education, *School Environment, *Second Language Learning, Sentence Structure, *Spanish, Time, *Visual Aids, Word Recognition, *Worksheets

Identifiers-Ditto Masters, *Spanish (Second Language)

Intended for use with unit three of the Spanish as a Second Language curriculum for grade one, these supplementary instructional aids include visual aids and ditto masters for seatwork by students as well as for class activities. A teacher's guide corresponding to this unit, which consists of kits 9-12, gives the timetable for when these materials are to be used. Using the school as a basic theme, the illustrations and worksheets are to help the teacher carry out learning activities which will provide the English-dominant child with structures and vocabulary for effective communication in a bilingual environment. These supplementary instructional aids span the subjects of language arts, math, and science; many are for use with four small student books which accompany the teacher's guide. Illustrations pertain to such areas as safety, functions of school personnel, belonging to a group, cooperation, expression of feelings, the school cafeteria, time, geometric shapes, words, sentences, numbers, and a birthday party. All language appearing on materials to be used in the classroom are in Spanish, with introductions to the supplement and ditto packet in both Spanish and English. (RS)

SCDC Spanish Curricula Units. Science/Math Strand, Unit 6, Grade 2, Supplement & Ditto Packet.

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Spanish Curricula Development Center, Miami Beach, Fla.
Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.
Pub Date-75
Note-197p.; Not available in hard copy due to sideways reading material; For related document, see RC 010 917
Available from-Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752 (Order No. 204-2, $3.00)
Language-Spanish; English
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Addition, *Bilingual Education, Ecology, Elementary School Mathematics, Elementary School Science, Grade 2, Instructional Aids, Instructional Materials, *Learning Activities, *Mathematics Materials, Primary Education, *Science Materials, Spanish, Spanish Speaking, Subtraction, *Visual Aids, *Worksheets
Identifiers-Ditto Masters

The supplement and ditto packet to the science-math strand of unit six for second graders features visual materials to help the teacher carry out the instructional and assessment activities for the unit's four kits. Illustrations are provided to help stimulate oral language and conceptual development. Some are designed to be cut out for manipulation with small groups and individuals, while others are full sized and may be colored and mounted on cardboard to facilitate their use. Most of the pictures in the supplement are of plants and animals and their habitats, and are used to reinforce the concepts of reproduction, adaptation, environment, conservation, and ecology. The ditto packet provides ditto masters for visuals for group activities and individual seatwork. Written work for regrouping, fill-in-the-blank, and matching exercises is provided along with equations and word problems. Other visual materials assist in teaching measurement; the cardinal points of north, south, east and west; and map usage. Language on materials for the classroom is in Spanish. Worksheets for individual pupils are intended for presentation under supervision rather than as individual tasks. (DS)

ED 161 654 RC 010 945

SCDC Spanish Curricula Units. Social Science Strand, Unit 8, Grade 3, Teacher's Guide Multi-Ethnic Edition.

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Spanish Curricula Development Center, Miami Beach, Fla.
Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.
Pub Date-76
Note-221p.; Not available in hard copy due to sideways reading material; For related document, see RC 010 946
Available from-Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752 (Order No. 237-9, $4.50)
Language-Spanish; English
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Bilingual Education, *Community Characteristics, Cooperation, Cultural Differences, Ethnic Groups, Grade 3, Institutions, Instructional Materials, *Learning Activities, Learning Modules, Mobility, Natural Resources, Occupations, Power Structure, Primary Education, *Social Sciences, Social Studies Units, Spanish, *Spanish Speaking, Spiral Curriculum, *Teaching Guides

Communities in the nation is the theme of this social science strand for Spanish-speaking third graders. Content sources in kits 29-32 are stories, games, interviews, visual aids, and the students' own experiences. Focus, objective, and materials for each learning and assessment activity are given in English and Spanish; detailed teacher instructions are in Spanish only. Activities focus on the elements, wants and needs, change occurrences, and results of change. Concepts dealt with are interdependence, cooperation, values, societal control, tradition, causality, power, conflict, differences, cultural change, and modification. Kits cover Spanish-speaking and other communities in the nation; similarities/differences in ethnic group values, customs, and interdependence; U.S. geography; occupations; use of natural resources; sources of income in communities; community problems/events, architectural differences; similarities of communities; comparison of four communities with given physical and economic environments income sources, population density, power structures; effects on individual of environmental and technological factors; and influences of population mobility. (RS)

Horak, Virginia M. Zweng, Marilyn J.

The Effects of Inductive-Deductive Teaching Methods and Field-Dependence-Independence Cognitive Style Upon Student Achievement in Mathematics.

Pub Date-Apr 78
Note-21p.; Paper presented at the annual meeting of the National Council of Teachers of Mathematics (56th, San Diego, California, April 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Achievement, *Cognitive Style, *Concept Formation, *Educational Research, Higher Education, Instruction, *Mathematics Education, Teacher Education, *Teaching Methods
Identifiers-*Field Dependence Independence

Investigated are two instructional treatments, inductive and deductive teaching methods, and the possible interaction between these treatments and the cognitive style dimension of field-dependence-independence. The subject matter was transformational geometry and the criterion measures included an examination testing knowledge, application, analysis, and transfer. Subjects were elementary education majors. The results indicate the possibility that the students who exhibited a field-dependent cognitive style learned more from the inductive method. The field-independent students were not significantly affected by the teaching method. (Author/MP)

ED 161 403 HE 010 637

Freeman, Thomas M. Skubal, Jacqueline

Using Comparative Data in the Development of an Investment Needs Model For the State of Michigan. AIR Forum Paper 1978.

Pub Date-May 78

Note-20p.; Paper presented at the annual Association for Institutional Research Forum (18th, Houston, Texas, May 21-25, 1978); Not available in hard copy due to marginal legibility of original document.

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-College Administration, *Comparative Analysis, *Data Analysis, Data Collection, Educational Finance, *Faculty Workload, Higher Education, *Institutional Research, *Instructional Student Costs, Models, Multicampus Colleges, Needs Assessment, School Funds, *State Universities, Statewide Planning, Unit Costs

Identifiers-*Michigan

During 1977-78 the refinement of a comprehensive investment model for higher education institutions in Michigan involved data collection and analysis. The best available data were solicited from a number of states and individual institutions for the refinement of the staffing ratios and costs of instruction in the model. Data were provided by 15 state systems and 40 additional individual institutions. The structure, focus, definitions, and other characteristics of cost and/or workload data varied considerably among the institutions. The analysis of the data resulted in two matrices: Student Credit Hours/Full-Time Equivalent Faculty by Discipline and Level'' and Cost per Student Credit Hour by Discipline and Level.'' Because of the difficulty of comparing data from one institution or state with another, the information should be used with reservations. Despite efforts by the National Center for Higher Education Management Systems to promote commonality of data, many institutions have not internalized their tools. An outline is presented of the various forms under which the data were submitted, and a discussion is provided of the procedures used to aggregate and disaggregate the data to make it usable. Implications of data analysis and a commentary on the state of the art of cost analysis and work load measurement among states and individual institutions are discussed. (SW)

ED 161 448 IR 006 601

Teachman, Goody Zuckernick, Arlene

The Role of Formative Research in Evaluating Specific Curriculum-Based Television Programs at the Primary Level.

Pub Date-Jun 78
Note-16p.; Paper presented at the First Congress on Education (Toronto, Canada, June 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Curriculum Development, *Educational Research, *Educational Television, *Elementary School Mathematics, Evaluation, *Formative Evaluation, *Instructional Design

Formative research of Math Patrol, curriculum-based television program in mathematics at the primary level, was carried out as part of a research and evaluation project at the Ontario Educational Communications Authority (OECA). The series, which utilizes plasticene animations, consists of 15-minute magazine format programs which introduce and reinforce fundamental mathematical concepts from the grade 2 curriculum. Designed to appeal to the imagination of young children, the story line is based on assignments given to super-sleuth Sidney by Mr. Big, a world champion puzzle solver and founder of an international organization to solve math problems. Evaluation showed that this program can be an effective learning tool both in increasing the understanding of math at this level and providing a high degree of motivation for the target audience. This formative research also resulted in a significant cost savings and changed potentially confusing portions of the series into strong pedagogical tools. (Author/VT)

ED 161 471 JC 780 546

Mally, Nell Charuhas, Mary

A Survey: Perceptions of the College of Lake County's G.E.D. Program as Seen by Former Students and Area Personnel Managers.

Lake County Coll., Grayslake, Ill.

Pub Date-Jul 77

Note-73p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Age, Community Colleges, Dropouts, Educational Background, Educational Certificates, *Employer Attitudes, Employment Practices, Employment Qualifications, Equivalency Tests, *Followup Studies, *High School Equivalency Programs, Institutional Research, *Junior Colleges, *Participant Satisfaction, Promotion (Occupational), Student Attitudes, Student Characteristics, Surveys

Identifiers-*General Educational Development Tests

The College of Lake County conducted surveys in December 1976 to determine if the eight-week course to prepare students for the General Educational Development (GED) test was meeting the needs of the students and the community. Questionnaires soliciting information on age, educational background, satisfaction with the course, and subsequent educational activities were sent to 331 students who had enrolled in the course during 1975; response rate was 26% (85 students). The average student respondent was between the ages of 25 and 34, had completed two years of formal high school, and had taken the class for "personal satisfaction." After having completed the course, he passed the exam, strongly endorsed the program, felt better about himself, and had gone on with some further type of formal college training. Questionnaires were also sent to 100 employers in the community to determine their hiring and promotion practices in relation to high school diploma and GED certificate holders; response rate was 26%. A majority of the employers (or personnel managers) surveyed did not require a high school diploma for employment, did not consider it necessary for promotion, did not accept the GED certificate as a substitute for a traditional diploma, and would give promotions to people with either a diploma or the certificate. The results of the surveys, including student and employer comments, are presented. (MB)

ED 161 751 SE 025 231

Babco, Eleanor

Science and Engineering Careers: A Bibliography.

Scientific Manpower Commission, Washington, D.C.

Pub Date-Apr 74

Note-53p.; Not available in hard copy due to marginal reproducibility of print

Available from-Scientific Manpower Commission, 1776 Massachusetts Ave., N.W., Washington, D.C. 20036 ($2.00 ea.; 25 or more copies $1.00 ea.)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Bibliographies, Booklists, *Career Opportunities, *Engineering Education, Guidance, Mathematics Education, *Occupational Guidance, *Science Careers, Secondary School Students, Technology

Identifiers-American Association for Advancement of Science, Scientific Manpower Commission

This bibliography provides science and engineering career information for secondary students, their parents, and guidance counselors. The usual bibliographic information is given for each citation, along with the cost, if any. Sources of information on financial aid are also listed. (MA)

McDonald, Lee C.
Private Ethics and Civic Virtue.
Pub Date-78
Note-44p.; Paper presented at Annual Meeting of the American Political Science Association (New York, New York, August 31-September 3, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Citizen Role, *Civics, Education, *Ethics, Government (Administrative Body), Literature Reviews, Moral Values, *Personal Values, Philosophy, Policy Formation, *Political Attitudes, Political Science, *Political Socialization, Public Policy, *Social Values, Western Civilization

The paper delineates areas to investigate when seeking information about political ethics in western society. The main purpose of the paper is to call attention to the relationship of civic virtue to communal politics. Specifically, five questions are posed and answered which deal with various aspects of civic virtue and its relationship to private ethics. The first question asks in what sense the dominant form of western liberal political ethics can be characterized as private ethics. The answer is that the western liberal politics of interest-accommodation assumes a public interest composed of the sum of private interests, and the separation of diverse individual ideals from common political morality. The second question is whether civic virtue is a singular or plural concept. The answer suggests that civic virtue is not singular but is composed of a cluster of virtues, some of which overlap private virtues. To the third question of whether the concept of civic virtue implies an ethics of virtue, the paper responds positively and contrasts virtue ethics with utilitarian ethics. The fourth question inquires whether an ethics of virtue can help make good public policy. The response is that virtue ethics contribute to public policy by asking questions that are otherwise not asked. The final question asks how to reconcile private ethics and public ethics, and private virtue and public virtue. The answer suggests that such reconciliations will be encouraged with the help of political education conceived as moral and liberal education. (Author/BC)

ED 161 794 SO 011 254

Decision-Making in Educational Systems: The Experience in Three OECD Countries. Country Projects: Synthesis and Evaluation, Volume I.

Organisation for Economic Cooperation and Development, Paris (France).
Pub Date-77
Note-54p.; For a related document, see SO 011 255; Not available in hard copy from EDRS due to poor reproducibility of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Administrative Organization, *Comparative Education, *Decision Making, Educational Change, Educational Needs, *Educational Planning, Educational Policy, Educational Problems, *Educational Research, Elementary Secondary Education, Foreign Countries, Higher Education, Human Resources, Resources, *Systems Analysis
Identifiers-*Greece, *Portugal, *Turkey

This publication analyzes results of studies of educational policy and planning problems in Greece, Portugal, and Turkey. It is part of a project sponsored by the Organization for Economic Cooperation and Development (OECD) to increase understanding of the way in which educational systems function. The project examined existing structures; policy- and decision-making mechanisms; control of resources and information; and the relationships among educational subsystems and the social environment. As part of the project, Greece, Portugal, and Turkey examined decision-making mechanisms at various levels within their own educational systems. See SO 011 255 for details of the country reports. In this volume, part I presents the conceptual framework for educational decision-making within which the three countries examined their own mechanisms. Part II reviews educational development trends and planning characteristics in certain OECD member countries and analyzes the three country projects in terms of the decision-making framework. Part III explores structural aspects of educational administration in terms of the Turkish project. In part IV an attempt is made to draw some general planning implications as they emerge from the experience in the three countries. (RM)

ED 161 858 SP 013 276

Clark, Mark W.

Socio-Political Use of Physical Activity in the United States, The Soviet Union and China.

Pub Date-78

Note-11p.; Paper presented at the American Alliance for Health, Physical Education, and Recreation Convention (Kansas City, Missouri, April 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Athletics, *Comparative Analysis, *Cross Cultural Studies, *Foreign Culture, *Physical Activities, Physical Education, *Political Attitudes, *Social Values, Sociocultural Patterns, Socioeconomic Influences

Identifiers-China, Sport Sociology, United States, USSR

Evidence from this comparative investigation of the Soviet Union, China, and the United States shows that different countries attach their own political meaning and ideology to physical activity in order to stabilize and strengthen themselves, and thus, better promote their respective ideology in the international marketplace of political power. Government-sponsored writings on both political ideology and stated cultural approaches to physical activity were analyzed, and other sources were used to compare stated positions with actual practice. In the U.S., ideology is rarely overtly stated, but it is directed toward individual perseverance and hard work to gain success; similar patterns apply to physical activity. In the U.S.S.R., worker ownership and collective action resulting in an appropriate reward for service rendered is the stated ideology, and the physical culture'' seems consistent with this. In China, ideology is similar to that of the Soviet Union, with an added element of self-criticism, and the physical activity again reflects this. The U.S. ideology depends on continued winning and dominance to form elite groups, while in China the mass-based program seems to indicate a working toward betterment for many people. The U.S.S.R. fits somewhere in between these two. (Author/DS)

ED 161 304 FL 009 858

Clumeck, Harold

Topics in the Acquisition of Mandarin Phonology: A Case Study. Papers and Reports on Child Language Development, No. 14.

Stanford Univ., Calif. Committee on Linguistics.

Pub Date-Dec 77

Note-37p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Child Language, Chinese, Cognitive Development, Imitation, *Language Development, Language Research, Linguistic Performance, Longitudinal Studies, *Mandarin Chinese, *Phonology, Preschool Children, Psycholinguistics, Sentence Structure, Speech, Suprasegmentals, Syntax, Tone Languages, *Verbal Development

Identifiers-*Vocalization

This is a longitudinal study of a child's acquisition of Mandarin phonology between the ages of 1;2 and 2;8. During this period, the child was much less verbal than many children reported in other child phonology studies. The study consists of two parts. The first part is a description of the child's "proto-langauge," in which he used sound-meaning correspondences of his own invention for communicative purposes. It was found that both the segmental forms and the pitch contours of different "proto-words" correlated with their communicative functions. The second part deals with the child's phonological development following the switch to words based on adult models. Although the child produced very little spontaneous speech, he readily imitated, and the forms of his imitations were subject to strong constraints on the co-occurence of syllables within words. Specifically, the child favored words whose syllables were identical to each other or at least similar phonetically. The second section also documents the phonetic and phonological aspects of the child's acquisition of aspiration in syllable-initial stops and of the fricative system. (Author/NCR)

ED 161 510 JC 780 595

Marks, Joseph Lappin

Policy Development in the Humanistic Disciplines: Toward Anthrocentric Undergraduate Education.

Pub Date- 78
Note-30p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-College Faculty, Curriculum Planning, Educational Policy, Futures (of Society), Humanism, *Humanistic Education, *Humanities, *Policy Formation, *Postsecondary Education, Relevance (Education), Social Change, Specialization, *Undergraduate Study, Values

Within the system of higher education, the humanistic disciplines are an essential subsystem; a subsystem, however, on which the current emphasis on laborforce relevance is having particularly detrimental effects. The current state of the humanistic disciplines may be characterized as that of a state of recession. Some of the external factors contributing to the recession are the declining birthrate, inflation, and problems with financial support; within the field, problems of overspecialization and subsequent lack of marketable skills, and conflicts among educators about educational goals add to the condition. A first step in working out of the recession is for educators to establish for themselves goals and priorities centering around anthrocentric'' undergraduate education. This focus would foster moral, aesthetic, and cognitive development while contributing to the quality of the laborforce; this is opposed to the contentcentric'' approach, which argues that humanistic education is an end in itself. A second step in revitalizing undergraduate humanistic education, is a concentration on instructional/curricular innovations which would focus on value clarification and contemporary ethical problem-solving with a view toward the future. Anthrocentric education thus requires that specialist and research competencies not be the primary criteria for the selection of professors for these undergraduate courses. A bibliography is included. (MB)

ED 161 835 SP 013 201

Floden, Robert E.
Analogy and Credentialling. Research Series No. 8.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Contract-400-76-0073
Note-16p.
Available from-Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($1.25)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Accreditation (Institutions), Credentials, Educational Specifications, *Evaluation Criteria, *Law Schools, *Medical Schools, *Schools of Education, Teacher Education

Discussions of accreditation and certification in the field of education often draw examples from law and medicine. In these analogical arguments, two assumptions are commonly made: first, that education is similar and comparable to law and medicine, and second, that accreditation and certification practices in the legal and medical fields are demonstrably effective. The first premise is almost always attacked by critics, but it is the second premise the assumed effectiveness of accreditation and certification practices in law and medicine that is especially questionable. Evidence of why the second premise is either false or undecidable is presented here in detail (Author)

ED 161 343 HE 010 569

Robon, Nancy C.

A Comparative Study of the First Full-Time Job and Salary After Graduation for Selected Vocational/Technical/Professional Business Graduates from High School, Two-Year Colleges, and Four-Year Colleges. AIR Forum Paper 1978.

Pub Date-77

Note-26p.; Paper presented at the annual Association for Institutional Research Forum (18th, Houston, Texas, May 21-25, 1978)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Business Education, College Graduates, Colleges, Community Colleges, Comparative Analysis, *Employment, Followup Studies, *Graduate Surveys, High School Graduates, Institutional Research, Job Satisfaction, Postsecondary Education, Questionnaires, *Relevance (Education), *Salaries, Student Opinion, Technical Institutes, Vocational Education

Identifiers-*Educational Outcomes, Ohio (Toledo)

The primary purposes of this study were to determine at each successive level of education the relevance of that education to the graduates, the level of jobs and salaries secured, and graduates' opinions of the education just completed. The three study populations consisted of all the 1974-75 school-year graduates from 10 city of Toledo high schools (340 vocational business block graduates), from two Toledo-area two-year colleges (122 selected technical business graduates), and from one four-year college of business administration (170 selected professional business graduates). A 52.1 percent overall response rate to the questionnaire (sent within a year after graduation) was achieved from the three populations, which consisted of 112 high school graduates (32.9 percent), 94 two-year college graduates (77.0 percent), and 123 four-year graduates (72.4 percent). The characteristics of the nonrespondents at the high school level did not differ from those of the respondents. It was determined that most graduates generally (1) found their education relevant; (2) high school graduates secured entry-level positions; two-year college, paraprofessional positions; four-year college, professional positions with median salary ranges of $4,000-$4,999, $6,000-$7,499, and $9,000-$10,499 respectively; and (3) two-year college graduates rated their education higher than both high school and four-year college graduates. (Author/LBH)

ED 161 425 IR 006 340

Vance, David

What Are Data? Museum Data Bank Research Report Number 1.

Margaret Woodbury Strong Museum, Rochester, N.Y. Museum Data Bank Committee.
Pub Date-Nov 74
Note-13p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Automatic Indexing, *Classification, *Data Bases, Information Retrieval, *Information Storage, *Museums, *Organization

This paper describes the process of automatic extraction of implicit global data from explicit information by file inversion and threading. Each datum is the symbolic representation of a proposition, and as such has a number of movable parts corresponding to the ideal elements of the proposition represented; e.g., subject, predicate. A third element is expressed by word order the relationship between subject and predicate. Appropriate relationships are: is included in; includes; intersects; and excludes. The predicate is the classifier'' of the subject. Inversion consists of turning data around, putting the subject in the place of the predicate and some permutation of the predicate in place of the subject, while changing the sense of the relation normally from is included in'' to includes.'' In this way the series of data with the same subject, instead of describing a single entity, becomes the inventory of a broad class, bringing together things with common attributes. Threading forms a data organization where the subject of each datum after the first is identical with the term in the predicate of at least one of the preceding data. This can become a powerful research tool. (Author/MBR)

ED 161 548 PS 010 202

Noonan, Roberta L.

Nutrition and Its Effects on the Hyperkinetic Child's Behavior and Learning: A Case Study.

Pub Date-6 Apr 77

Note-41p.; Practicum report, submitted in partial fulfillment of requirements for Doctor of Education degree, Nova University.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Behavior Change, *Behavior Problems, Case Studies (Education), Change Strategies, Elementary Secondary Education, Food Standards, *Hyperactivity, *Learning Difficulties, Neurology, *Nutrition, *Theories

Identifiers-*Diet Therapy, Food Additives, Illinois

This case study reviews the literature related to diet, behavior and learning and describes procedures and results of a change in the diet of an adolescent girl who had an extensive history of problems at home and at school. Studies of nutritional deficiency, nutritional imbalance, allergies, and synthetic food additives are briefly overviewed. Dietary substance linked to behavior problems and the behavioral characteristics of the hyperkinetic child were identified through review of the related literature, and are summarized in Tables 1 and 2. A 45-item behavior checklist was constructed for parent and teacher use in pre- and post-treatment assessment. The child selected for the study was assessed as having trouble on 39 of the 45 checklist items. Treatment consisted of excluding from her diet (for 14 days) food containing sugar, artificial flavor and color, nitrates, salicylates, MSG, and foods to which the subject was allergic. Comparison of pre- and post-treatment checklists indicates that parents and teacher saw dramatic change in the girl's behavior. She was seen to present problems on only 5 of the checklist items at the end of the treatment. Effects were evident by the third day of the diet. Learning was also judged to have improved. Results are seen to be consistent with previous studies of the effects of nutrition on behavior. Further research is recommended. The behavior checklist, treatment diet and results are also appended. (RH)

ED 161 567 RC 010 713

Gerlach, Ernest J.

Indian Employment in New Mexico State Government: 1977.

New Mexico State Advisory Committee to the U.S. Commission on Civil Rights, Santa Fe.

Pub Date-Oct 77

Note-67p.; For related document, see RC 010 712

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-*Affirmative Action, *American Indians, Black Employment, *Employment Patterns, Geographic Distribution, *Government Employees, Job Analysis, Minority Groups, *Occupational Information, Occupational Mobility, Paraprofessional Personnel, Racial Distribution, Salaries, State Agencies, *State Government, Working Women

Identifiers-*New Mexico

To update a 1974 report on the status of American Indian employment in the state of New Mexico, a 1977 study on the composition of the state's work force was undertaken, including descriptions of the overall distribution of state employment by job category, grade, and salary level. Despite progress, it was found that: (1) Indians still constituted only about 2% of the state's merit system work force; (2) Indian employees continued to be concentrated in a few agencies, with 60% working for the Employment Security Commission, Health and Social Services, and the Highway Department; (3) few Indians were employed even in areas where large proportions of Indians resided; (4) American Indians continued to be concentrated in low skill, low pay jobs with little upward mobility (almost 40% of all Indian employees were classified as paraprofessionals or in service/maintenance); (5) improvements notwithstanding, a disproportionate number of Indian employees remained concentrated in lower salary levels and in lowest grade levels (more than 72% of Indian employees were between grade levels 01 and 10 compared to almost 55% of entire work force, and only 9% were at or above level 15 compared to more than 20% of total employees). The report contains numerous statistical comparisons broken down by race/ethnicity and sex. (RS)

ED 161 603 RC 010 872

Annual Progress Report, 1978. Southern Rural Development Center, Mississippi State University. SRDC Series Publication No. 28.

Southern Rural Development Center, State College, Miss.
Pub Date-Oct 78
Note-26p.; For related document, see ED 149 912
Available from-Southern Rural Development Center, Box 5406, Mississippi State, Mississippi 39762
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Activities, *Annual Reports, Consultants, *Information Dissemination, Interagency Coordination, Land Grant Universities, Networks, Objectives, *Program Descriptions, Publications, Regional Planning, Research, *Rural Development, *Southern States, *Training, Workshops
Identifiers-*Southern Rural Development Center

Summarizing Southern Rural Development Center (SRDC) activities during the October 1977-September 1978 fiscal year, this fifth annual report indicates that with Title V funding SRDC has continued its efforts to bring research and extension personnel together to work on problems in rural development. Support for programs and research at land grant institutions has been implemented through sponsorship of workshops, issuance of publications, bibliographies and synthesis papers, publication of a quarterly magazine, the near culmination of ten Functional Networks, and the development of a Rural Development Training Packet. The SRDC Publications Series now includes 27 titles on community resource development, rural development and program and research strategies; five new titles were added in the past year. A total of 202 Training Packets was sold or distributed and plans are underway for national distribution. The Functional Networks, which catalog and evaluate current research in specific high priority areas of rural development, prepared 6 bibliographies, 7 synthesis papers, and 10 general information papers. A synopsis of SRDC staff members' participation in workshops, conferences, and seminars is also given. The appendix presents a tabular account of the center's 1978 plan of action, including projected goals, approaches, and accomplishments. (DS)

ED 161 620 RC 010 902

SCDC Spanish Curricula Units. Social Science Strand, Unit 9, Grade 3, Supplement & Ditto Packet.

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Spanish Curricula Development Center, Miami Beach, Fla.

Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.

Pub Date-77

Note-54p.; Not available in hard copy due to sideways reading material; For related document, see RC 010 901

Available from-Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752 (Order No. 256-5, $3.00)

Language-Spanish; English

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-American History, *Bilingual Education, Cultural Education, Elementary Education, Grade 3, Instructional Aids, Instructional Materials, Language Experience Approach, *Learning Activities, Primary Education, *Social Sciences, Spanish, *Spanish Speaking, Spiral Curriculum, Student Evaluation, *Visual Aids, *Worksheets, Writing Exercises

Identifiers-Ditto Masters

Designed for use with unit nine of the grade three social science strand, this supplement and ditto packet contains visual aids to help the teacher carry out the activities described in the teacher's guide to this strand. Seatwork for individual students as well as material for group activities is included. Language on materials to be used in the classroom is in Spanish, with brief introductions to the supplement and ditto packet in Spanish and English. Expanding the conceptual field of the child in terms of the nation as a community, the materials are used to underscore the concepts of interdependence, cooperation, societal control, traditions, cultural change, power, and conflict. Illustrations are provided to help stimulate oral language and conceptual development; some are designed to be cut out for manipulation for small groups and individuals, and others are full size to be left intact. Supplement pictures serve as visuals for class discussion of such topics as story content and feelings of the characters portrayed. Other illustrations show historical landmarks and changes in the physical environment. Maps are used to trace early exploration routes, show state locations, and identify earth zones. Written exercises include matching and fill-in-the-blanks type activities and are intended to be presented under supervision. (DS)

ED 161 677 SE 024 991

Laurenz, Frances

Science Teachers' Perceptions of Their Teaching Skills and Their School Conditions. Research Paper No. 5.

Minnesota Univ., Minneapolis. Coll. of Education.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date- 75
Grant-NSF-GW-6800
Note-16p.; For related documents, see SE 024 989-999 and ED 148 632-640
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Educational Research, *Perception, Questionnaires, *Science Education, *Science Teachers, Secondary Education, Secondary School Science, Self Evaluation, *Teacher Attitudes, Teaching Conditions, Teaching Skills
Identifiers-Minnesota Research & Evaluation Project, National Science Foundation, Research Reports

This study provides information on science teachers' perception of themselves and their working conditions. A stratified random sample of junior and senior high school science teachers from three regions (12 states) of the United States was selected to respond to a questionnaire and an attitude measure. The questionnaire contained 20 items dealing with teacher satisfaction on teaching skills and 25 items dealing with teacher satisfaction on school conditions. Results showed that both junior and senior high school teachers rated their knowledge and abilities as satisfactory to good on all the 20 ability items. However, five of these items showed a significant difference between the ratings of the junior and senior high school teachers. Results showed also that the junior high teachers rated their school conditions as significantly poorer than did the senior high school teachers on eight of the 25 items. It was concluded that these science teachers are generally satisfied with their own abilities, but believe their school conditions need improvement. (HM)

ED 161 701 SE 025 146

Reviews of Data on Science Resources, No. 32. Employment Patterns of Recent Entrants Into Science and Engineering.

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.
Report No.-NSF-78-310
Pub Date-Jun 78
Note-14p.; Not available in hard copy due to marginal legibility of original document
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 038-000-00380-1; $0.80)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Bachelors Degrees, *Employment Patterns, Engineering Education, *Engineers, Labor Force, *Masters Degrees, Science Education, *Scientists, *Surveys

This report presents selected demographic and employment characteristics of recent bachelor's- and master's-degree recipients in science and engineering (S/E). The findings reported are based upon the results of a survey of the 1973-74 and 1974-75 graduating classes conducted in 1976. Surveys of new entrants to science and engineering constitute one of the elements used by the Foundation in delineating the total S/E population in the United States. Information on scientists and engineers who were in the S/E labor force at the time of the 1970 Decennial Census is provided by Surveys of Experienced Scientists and Engineers; characteristics of doctoral scientists and engineers are obtained by surveys of a sample selected from the Doctoral Roster; and the New Entrants Surveys furnish information on those who have entered the S/E labor force since 1970. (Author)

ED 161 726 SE 025 191

Federal Funds for Research and Development Fiscal Years 1977, 1978, and 1979, Volume XXVII. Detailed Statistical Tables, Appendix C.

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.
Report No.-NSF-78-312
Pub Date-78
Note-182p.; Not available in hard copy due to marginal legibility of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Federal Programs, *Financial Support, *Higher Education, Mathematics, *National Surveys, Post Secondary Education, Research, *Sciences, *Scientific Research, Statistical Data

The data in these appendix tables show Federal R&D funding levels as reported by 95 agencies in the March-May period of 1978, following the President's budget message in January. All agencies with R&D programs were included. R&D totals are given in both outlays and obligations, and the R&D obligational data are distributed by character of work, field of science (for basic research and applied research), and Federal R&D support by states. Research performed at universities and colleges by fields of science is shown separately. R&D plant data are also provided. (Author/MP)

ED 161 752 SE 025 232

Developmental Draft for Regents Chemistry Syllabus.

New York State Education Dept., Albany. Bureau of General Education Curriculum Development.; State Univ. of New York, Albany.
Pub Date-Oct 78
Note-173p.; Not available in hard copy due to print quality of original
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Chemistry, *Courses, *Curriculum, Instruction, *Laboratory Procedures, Organic Chemistry, Science Education, Secondary Education, Secondary School Science, *State Curriculum Guides

This booklet represents a developmental draft syllabus for Regents chemistry course in New York State. The introduction to the syllabus includes information about the prerequisites to the course, the teaching sequence, the laboratory procedure, the time requirement, and how to use the course for credit towards a State diploma. The syllabus is divided into two parts, and the material is organized under three headings: Topics, Understanding, and Fundamental Concepts and Supplementary Information. Part I has nine units: (1) Matter and Energy; (2) Atomic Structure; (3) Bonding; (4) Periodic Table; (5) Mathematics of Chemistry; (6) Kinetic and Equilibrium; (7) Acids and Bases; (8) Redox and Electrochemistry; and (9) Organic Chemistry. Part II has, in addition to the same nine units of Part I, another three units: Industrial Applications, Nuclear Chemistry and Laboratory Activities, making a total of 12 units for Part II. (GA)

ED 161 814 SO 011 291

Swanson, Austin D.

A New Public School Compromise for the Twenty-first Century: New Mechanisms for Formulating Educational Policy.

Pub Date-21 Oct 78

Note-31p.; Paper presented at first meeting of the Education Section of the World Future Society (Houston, Texas, October 21, 1978); Chart on Figure 1 may not reproduce clearly due to broken print

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Decision Making, *Educational Change, Educational Finance, *Educational Needs, Educational Policy, Elementary Secondary Education, *Futures (of Society), *Governance, Government Role, Models, Parent Role, Policy Formation, *Public Education, *Public Schools, School Role, Services, State School District Relationship, Teacher Role

This paper proposes a system of educational governance for an urban, high technology society that is capable of realizing the social goals of public education while accomodating individual rights and concerns. The present educational system was designed over a century and a half ago for a low technology, agrarian society. While the social and technological shape of America has experienced revolutionary change, the shape of the schools and their governance have been remarkably isolated from these events. If the schools are again to perform their expected role in society, they must be brought into step with that society. In order to develop a structure which enhances equity while accommodating individual tastes, the author proposes a separation of educational decision-making responsibilities with respect to finance, provision of services, and selection of schools. Persons at the metropolitan or state level would establish general educational objectives and minimum educational standards, evaluate programs, plan for and coordinate the development of educational services and facilities, negotiate salaries, and determine and provide necessary financial resources. School-level professionals would determine specific educational objectives for their school, select or develop the curriculum and the educational technologies to be used, allocate resources to specific programs, and select personnel. Parents would decide which schools their children are to attend. (Author/RM)

ED 161 323 HE 010 531

Analysis of the University of the District of Columbia's Consolidated Master Plan Development.

General Accounting Office, Washington, D.C.
Report No.-B-118638; GGD-78-77
Pub Date-15 May 78
Note-32p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Building Plans, Campus Planning, *College Planning, *Construction Needs, Construction Programs, Educational Demand, Educational Needs, *Enrollment Projections, Higher Education, *Master Plans, *Mergers, *Needs Assessment, Statistical Data
Identifiers-*University of the District of Columbia

The consolidated master plan development of the University of the District of Columbia was studied. The effects of upgraded educational opportunities on future student enrollment are uncertain, and the school's enrollment projections appear overly optimistic. It is uncertain how well the planned educational programs will meet the needs of the District, and except for its academic structure, the long-range direction of the University is not clearly defined. The University is not in a position to accurately project its physical plan requirements. Factors that raise questions of the University's future ability to attain projected enrollment are outlined, and the school's forecasting methodology is analyzed. A comparison of the University's cohort forecast with three alternate forecasting methods indicates significant variances. The average of the three methods results in a full time equivalent of about 9,600, or 3,300 less than the University's forecast.

Even under tha most optimistic conditions, accelerated growth in graduate enrollment to 2,174, the school could be building in excess of its needs. Renovation of existing-owned facilities is proposed as an alternative to new construction plans. Statistical tables are enclosed. (SW)

ED 161 364 HE 010 595

Stein, Ronald H.

Impact of Federal Intervention on Higher Education. AIR Forum Paper 1978.

Pub Date-May 78

Note-21p.; Paper presented at the annual Association for Institutional Research Forum (18th, Houston, Texas, May 21-25, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Affirmative Action, Copyrights, *Costs, Court Litigation, Educational Finance, Equal Opportunities (Jobs), Federal Aid, Federal Legislation, *Federal Regulation, Government Role, *Government School Relationship, Handicapped Students, *Higher Education, Institutional Autonomy, Medical Schools

Identifiers-Copyright Law of 1976, Health Professions Educational Assistance Act, Rehabilitation Act 1973 (Section 504)

The issue of federal intervention facing institutions of higher education is addressed and quantitative and qualitative impacts of recent federal legislation and regulations on higher education are measured. Precepts posited in defense of federal intervention are articulated, including: financial contributions, social injustice, moral responsibility, and student unrest. The general costs of complying with federal laws and regulations are also considered, including the Health Professions Educational Assistance Act of 1976; the Copyright law of 1976; Affirmative Action and Equal Opportunity; and Section 504 of the Rehabilitation Act of 1973. Steps recently undertaken to reduce these costs are examined and additional solutions are offered. A prognosis is offered for what higher education can look forward to from the Federal government and what role it can play to protect its interest. (Author/JMD)

ED 161 384 HE 010 618

Nelson, Glenn M. Ducanis, Alex J.

Presidents' Vital Signs: Implications for Institutional Decision Making. AIR Forum Paper 1978.

Pennsylvania Association of Colleges and Universities, Harrisburg.

Pub Date-May 78

Note-15p.; Paper presented at the annual Association for Institutional Research Forum (18th, Houston, Texas, May 21-25, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*College Planning, *Decision Making, *Educational Administration, Higher Education, *Information Utilization, Needs Assessment, *Presidents, Research, Research Methodology

Identifiers-Delphi Technique, *Institutional Stability

In an examination of institutional decision making, this study identified types of data used by college presidents in assessing their institution's stability and their perception of the comparative importance of various indicators purported to demonstrate the vital signs of an institution. Indicators were in the areas of Student Flow, Finance, and Personnel. Three rounds of the Delphi method were employed over a four-year period. Presidents were asked to indicate their assessment of the relative importance of each of the indicators using the following scale: high importance 3, moderate importance 2, low importance 1, and no importance 0. Mean scores and rankings were calculated for each informational subset within the three areas. Although the rankings according to highest mean values varied, the five highest rated items in each informational subset were consistent in each round with only minor exceptions. The data indicated that although the context in which decisions were made was changing, the indicators utilized by presidents to determine the vital signs of their institutions' stability changed little over the four-year period of the study. (Author/JMD)

ED 161 449 IR 006 603

McBrayer, John
Guidelines for Specification of Competencies.
West Central Wisconsin Consortium, La Crosse.
Pub Date-Feb 77
Note-34p.; For related document, see IR 006 604
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Educational Innovation, *External Degree Programs,
*Guidelines, Higher Education, *Performance Based Education, Program Guides, Technical Reports
Identifiers-*University of Wisconsin

Guidelines are presented for an approach to specification of competencies appropriate to Extended Degree Programs, i.e., the course or program translation approach. Program designers begin by identifying a number of courses or curriculum areas, then deductively reducing them to competency statements of greater specificity until instructional objectives are derived. This report suggests (1) levels for specification of competencies, (2) assessment criteria in specification of sub-competencies, (3) an outline of a format for competency specification, (4) general guidelines for competency specification, and (5) general guidelines for extended degree program initiation. Appendices include descriptions of competence statements, key competence decisions, a checklist of generic competencies, notes on the role of academic disciplines, and some options to be considered in developing the extended degree. (JEG)

ED 161 472 JC 780 547

Charles, Richard F. Perkins, Marthalou

A Comparative Student Profile Study: Sunnyvale Center De Anza College Fall 1977 and 1978.

De Anza Coll., Cupertino, Calif.
Pub Date-Oct 78
Note-23p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Academic Aspiration, Age, Community Colleges, Community Education, Educational Background, Enrollment Influences, Ethnic Groups, Females, *Junior Colleges, Males, *Outreach Programs, *Participant Satisfaction, Program Evaluation, Questionnaires, *Student Characteristics, Student Employment, Student Interests, Student Personnel Services, Surveys, *Use Studies

Students at the Sunnyvale Center of De Anza College, a satellite outreach facility offering learning, tutorial, and bilingual centers as well as other programs and classes, were surveyed in fall 1977 and fall 1978 regarding age, sex, race, employment, educational background, transportation, attendance at De Anza College, residence, use of student services, motivation, and interests. Results for the 1977 sample (N 301) and the 1978 sample (N 297) include the following, respectively: (1) demographically, 61% and 52% were between 24-49 years old, 70% and 63% were women, 62% and 44% were White, 16% and 33% Spanish-surnamed, and 14% and 16% Asian; (2) 42% and 29% had a high school diploma, and 53% and 61% had from two to four or more years of college education; (3) 51% and 53% worked full-time; (4) 59% and 60% enrolled in evening classes; (5) 59% and 69% attended only the center, while 26% and 28% also attended the main campus; (6) 33% and 31% used the bookstore, 21% and 22% the learning center, 13% and 11% counseling, 10% and 12% tutoring, 7% and 8% bilingual services, and 7% and 5% testing; (7) 36% and 47% attended the college for enrichment, 20% and 17% to update job skills, 19% and 14% to satisfy degree requirements, and 12% and 14% for transfer. The questionnaire is appended. (MB)

ED 161 491 JC 780 570

Parrish, Richard M. Pascale, Marie

Traditional vs. Non-Traditional Calendar: A Case Analysis of Faculty, Students and Administrative Opinions in a Medium-Sized Public Community College. Report 78-79-02.

Ocean County Coll., Toms River, N.J.

Pub Date-Oct 78

Note-23p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Administrator Attitudes, Community Colleges, Intervals, *Junior Colleges, Quarter System, Questionnaires, Scheduling, *School Calendars, School Schedules, *School Surveys, *Semester Division, Student Attitudes, Teacher Attitudes, Trimester Schedules

After reviewing types of college calendars (traditional semester, early semester, trimester, and quarter) and previous research on the use of various school calendars, this paper describes a survey conducted by Ocean County College, a medium-sized college currently using a traditional semester calendar, to determine the views of students, faculty, and administrators regarding alternative calendars. The 155-member college assembly, which included faculty, administrators, and students (response rate was 78%), and 345 students enrolled in English classes, representing 6.4% or the total student population, were surveyed. Results indicated that 52% of all assembly members, including 62% of the teacher members (N 72), preferred the traditional calendar; however, 54% (N 39) of the administrators and 83% (N 6) of the student members preferred another calendar. For the student sample, 47% preferred another calendar and 46% preferred the traditional one. Members of both groups, whether they favored the traditional calendar or not, were asked about their preferences with regard to (1) beginning the 16-week semester early (43% in favor) and either having a long January break or beginning the spring semester in mid-January; or (2) shortening the winter semester (37% in favor) and either lengthening the spring term or adding a mini-term in January or June. (MB)

ED 161 529 PS 010 152

Karnes, Merle B. And Others

Nurturing Academic Talent in Early Childhood: Math.

Illinois Univ., Urbana. Inst. for Child Behavior and Development.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Sep 78
Grant-OEG-00-75-00232
Note-35p.; For related documents, see PS 010 120, PS 010 146, PS 010 150-51, and PS 010 153-57
Available from-Publications Office, Institute for Child Behavior and Development, University of Illinois 805 West Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog No. 1403.006, $2.50)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Educational Diagnosis, *Gifted, *Handicapped Children, Instructional Materials, Learning Activities, *Mathematical Concepts, *Mathematics Instruction, Preschool Education, *Talent Development, *Teaching Guides, Teaching Methods
Identifiers-*RAPYHT Project

This teaching guide suggests practical ideas for encouraging mathematics talent in preschool children. It is part of a series of similar guides developed by the RAPYHT Project (Retrieval and Acceleration of Promising Young Handicapped and Talented) for educating gifted/talented handicapped children and gifted children with no handicaps. A list of characteristics of children with mathematics talent is provided. Suggestions are offered to help the teacher present a concept-oriented mathematics program to the talented preschooler. Lists of suggested materials for a mathematics center and resource books for the library are also provided. A description of specific goal areas and classroom activities for the mathematically talented child comprises the largest section of the guide. The following goals are focused upon: awareness of geometric shapes; understanding of sets, one-to-one correspondence and number value of numerals; counting skills; understanding of the operations of addition and subtraction; understanding of patterns, fractions, and time; understanding of measuring space, volume, and weight; and understanding of money and money values. An annotated list of resources is included. (CM)

ED 161 586 RC 010 815

SCDC Spanish Curricula Units. Fine Arts Strand, Unit 3, Grade One, Teacher's Guide Multi-Ethnic Edition.

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Spanish Curricula Development Center, Miami Beach, Fla.
Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.
Pub Date-74
Note-265p.; Not available in hard copy due to sideways reading material
Available from-Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752 (Order No. 157-7, $4.50)
Language-Spanish; English
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Bilingual Education, Cultural Education, Dance, Dramatic Play, *Fine Arts, Grade 1, *Instructional Aids, Instructional Materials, Learning Activities, Learning Modules, Movement Education, Music Activities, Musical Instruments, *Music Education, Primary Education, School Environment, Self Expression, Singing, *Spanish Speaking, Spiral Curriculum, *Teaching Guides, Visual Aids, Worksheets
Identifiers-Ditto Masters

Revolving around the basic theme of the school, unit three of the fine arts program in Spanish for first graders, with music as its core, is detailed in this teacher's guide. Kits 9-12 contain music, lyrics, graphic representations of melodic contour, and chords for guitar accompaniment for the songs used. Content of four cassettes produced for the unit (available separately from the Dissemination Center) are outlined in the guide. For each learning activity, the focus, objective, and materials are listed in English and Spanish; teacher instructions are in Spanish only. Kit 9 continues with previously presented concepts of rhythm, melody, form, and interpretation, and extends artistic and musical experiences, including dance; vocal harmony is introduced. Other kits contain the following instructional activities: singing; creative dramatization to a song; expression to instrumental music through dance, song, and dialogue; rhythm band instruments; creative dramatics growing out of a traditional theme from Hispanic-American culture; music appreciation; rhythm band; extension of concept of money value through a song; visual and auditory perception; interpretation of lyrics; and listening exercises. Assessment activities are included with each kit, and a packet of ditto sheets accompanies the guide. (RS)

ED 161 637 RC 010 919

SCDC Spanish Curricula Units. Fine Arts Strand, Unit 6, Grade 2, Teacher's Guide Multi-Ethnic Edition.

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Spanish Curricula Development Center, Miami Beach, Fla.
Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.
Pub Date-75
Note-285p.; Not available in hard copy due to sideways reading material; For related document, see RC 010 920 ; Parts may not reproduce well due to small type
Available from-Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752 (Order No. 205-0, $4.50; readers $0.25 each)
Language-Spanish; English
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Bilingual Education, Childrens Literature, Creative Dramatics, Cultural Education, Enrichment Activities, *Fine Arts, Grade 2, Instructional Materials, *Learning Activities, Learning Modules, Movement Education, Music Activities, *Music Education, Music Theory, Primary Education, Singing, *Spanish, Spanish Speaking, Spiral Curriculum, Student Evaluation, *Teaching Guides, Vocal Music

Instructional and assessment activities for second graders are presented in the teacher's guide to the unit six fine arts strand. Four illustrated songbooks accompany the unit's kits and are supplemented by a cassette recording (available separately from the Dissemination Center) of the music. Focus, objective, and materials for each activity are given in English and Spanish; teacher instructions are given only in Spanish. The four kits revolve around the basic theme of the neighborhood as a community and four spiraling questions pertaining to the elements, wants and needs, occurrence of changes, and results of changes. Singing, creative dramatics, games, rhythm gymnastics, making tambourines, and finger plays are among the activities. Pupils learn about the ascending and descending movement of melody; pitch; expressive qualities of sound (dynamics, rhythm, and tempo); and meter. Other activities pertain to the aural and visual identification of music symbols: the quarter and eighth notes, the repeat sign, time signature, and the names of the notes and their progressive order on the scale. Each of the kits is designed for a period of instruction of two to three weeks. (DS)

ED 161 655 RC 010 946

SCDC Spanish Curricula Units. Social Science Strand, Unit 8, Grade 3, Supplement & Ditto Packet.

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Spanish Curricula Development Center, Miami Beach, Fla.

Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.

Pub Date-76

Note-97p.; Not available in hard copy due to sideways reading material; For related document, see RC 010 945

Available from-Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752 (Order No. 238-7, $3.00)

Language-Spanish; English

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Bilingual Education, *Community Characteristics, Cultural Differences, Instructional Materials, Learning Activities, Maps, Speaking, *Visual Aids, *Worksheets

Identifiers-Ditto Masters

Designed for use with the teacher's guide to unit eight of the social science strand developed for grade three, these support materials for Spanish-speaking children include instructional aids for classroom use and worksheets for students which may be reproduced for individual seatwork. Worksheets are to be used under supervision rather than as independent tasks. The visuals and ditto masters are to help the teacher carry out both learning and assessment activities which focus on the unit's theme communities which make up the nation. A timetable for the use of these materials is found in the guide for kits 29-32. The supplementary materials include maps, assessment sheets, and visuals to illustrate classroom stories and to be used with study about early inhabitants of the U.S., different types of architecture, occupations, interdependence in a community and among communities, and pollution. All classroom materials are in Spanish. (RS)

ED 161 795 SO 011 255

Decision-Making in Educational Systems: The Experience in Three O.E.C.D. Countries. Country Reports: Summaries, Volume II.

Organisation for Economic Cooperation and Development, Paris (France).

Pub Date-76

Note-327p.; Will not reproduce clearly in hard copy due to small type size in original document

EDRS Price MF-$0.83 HC-$18.07 Plus Postage.

Descriptors-Administrative Organization, *Comparative Education, *Decision Making, Educational Change, Educational Needs, *Educational Planning, Educational Policy, Educational Problems, *Educational Research, Elementary Secondary Education, Foreign Countries, Human Resources, Resources, *Systems Analysis

Identifiers-*Greece, *Portugal, *Turkey

Reports of educational policy and planning problems in Greece, Portugal, and Turkey are presented in this volume. It is the second part of a study by the Organization for Economic Cooperation and Development to determine how educational systems function (see SO 011 254). In this volume each country's research team presents their work to date, discusses the problems they encountered, and proposes solutions. The Greek report is an analysis of how educational decisions are made at all levels and whether the decision-making process at critical points is satisfactory. Specifically, it examines how policies are set on high-order goals, how low-order decisions are made for implementing policy decisions, and how financial decisions are made. The report from Portugal is an assessment of the resource implications of introducing a new educational structure. It examines data collection, techniques to be employed in introducing the new system, estimation of student and teacher supply and demand, capital, and current expenditures. The Turkish report is a study of the existing administrative structure of the public education system at regional and local levels. (RM)

ED 161 859 SP 013 277

Lanier, Judith E. Floden, Robert E.

Research and Development Needs for the Advancement of Teacher Education. Research Series No. 8.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Contract-400-76-0073
Note-57p.
Available from-Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($3.00)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-*Curriculum Development, Educational Objectives, *Educational Research, Elementary Secondary Education, Higher Education, Learning Processes, *Professional Education, *Research Utilization, Social Factors, *Teacher Education

Three scholarly efforts, in addition to kindergarten through grade 12 research, are necessary before research and development is likely to improve teacher education. First, systematic development efforts must be undertaken to reexamine and translate elementary-secondary research findings into articulate sets of curricula for teachers. Second, research must be conducted to indicate how adults, including, but not limited to, teachers, can be taught the skills found beneficial to their professional activities. Third, systematic attention must be given to the way in which goals for teacher education are determined. The role that each of these three research and development areas must play in improving teacher education programs is examined, and the means by which educational research may be put into practice are discussed. (JD)

ED 161 727 SE 025 192

Energy Conservation Activities for the Classroom K-12.

Kentucky Dept. of Energy, Frankfort.; Kentucky State Dept. of Education, Frankfort.

Pub Date- 78

Note-244p.

EDRS Price MF-$0.83 HC-$12.71 Plus Postage.

Descriptors-*Conservation Education, Curriculum Guides, Elementary Secondary Education, *Energy Conservation, *Environmental Education, *Learning Activities, *Science Activities, Science Education, Teaching Guides

After a brief introduction entitled "Where Does the Energy We Use Come From," this unit presents 86 activities. Each activity gives the title, concept, objectives, subject area, level, time involved, materials needed, procedures, and related career activities. Topics cover everything from housing insulation to alternate sources of energy to energy use by appliances and automobiles. The activities include game playing, science experiments, surveys, field trips, and others. The unit concludes with a bibliography. (BB)

ED 161 836 SP 013 203

Whiddon, Sue And Others

A Competency Chart for Evaluating Student Teachers in Physical Education.

Pub Date- 78

Note-8p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-College Supervisors, Cooperating Teachers, *Performance Based Teacher Education, *Physical Education, *Student Teachers, *Teacher Evaluation

A systems approach for evaluating student teachers of physical education is described in this document. The evaluating device is a competency chart, consisting of 36 items categorized into three comprehensive areas of teaching competencies. Student performance in each of the 36 items is rated on scale from a low rating of one to a high rating of five. In this process each student teacher, in conjunction with the directing teacher and university supervisor, analyzes progress toward the stated competencies. A sample of the chart and brief bibliography are appended. (JD)

ED 161 305 FL 009 859

Macken, Marlys A. Barton, David

A Longitudinal Study of the Acquisition of the Voicing Contrast in American-English Word-Initial Stops, as Measured by Voice Onset Time. Papers and Reports on Child Language Development, No. 14.

Stanford Univ., Calif. Committee on Linguistics.
Pub Date-Dec 77
Note-48p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Child Language, Cognitive Development, Distinctive Features, Imitation, *Language Development, Language Research, Language Skills, *Linguistic Performance, Longitudinal Studies, Phonetics, Phonological Units, *Phonology, Preschool Children, Psycholinguistics, Speech, *Verbal Development
Identifiers-*Voicing

This paper reports on a longitudinal study of the acquisition of the voicing contrast in American-English work-initial stop consonants, as revealed through instrumental analysis of voice onset time characteristics. Four monolingual children were recorded at approximately two week intervals, beginning when the children were about 1;6. Data provide evidence for three general stages: (1) the child has no contrast and produces both adult voiced and voiceless stops with short lag voicing; (2) the child has a contrast but one that falls within the adult perceptual boundaries of one (usually voiced) phoneme, and thus is presumably not perceptible to adults; and (3) the child has a contrast that resembles the adult contrast. Three children had reached stage 3 by age 1;9 the fourth child was still in stage 2 by the age 2;4. In addition, the data document the development of the voicing contrast across the three places of articulation. The rate and nature of the developmental process are discussed briefly in relation to two competing models for phonological acquisition (the across-the-board'' model and the lexical diffusion'' model) and two hypotheses regarding the skills being learned. (Author)

ED 161 404 IR 006 001

Campbell, Richard W.

Using Instructional Television Videocassettes as an Alternative Supplement to the Reading and Mathematics Instruction in Albert Sidney Johnston Elementary School.

Pub Date-20 Feb 78

Note-112p.; Ph.D., Nova University

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors-Educational Research, *Educational Television, *Elementary School Mathematics, *Grade 2, *Minority Group Children, *Reading Skills, Secondary Education

Identifiers-Math Factory, Texas (Dallas), Word Shop

A study to improve the reading and mathematics skills of selected second-grade students at Albert Sidney Johnston Elementary School utilized educational television programs as supplements to the basal programs in reading and mathematics. This practicum at the all-minority school was designed (1) to improve reading skills to mastery of 7 of the 12 skills recognized in the Dallas Independent School District curriculum as essential for second-grade students, (2) to improve mathematics skills to mastery of 20 of the 25 essential skills, (3) to lower the anxiety level of the students toward school by 50 percent as measured by the State-Trait Anxiety Inventory for Children, and (4) to decrease absenteeism by five percent. Staff training for teachers is described, as well as student and teacher reactions to the program. The practicum was not successful as implemented according to the established criteria; however, as a result of this project, the ITV program is being revised to meet the needs of the students and is being implemented in the school for a second year. (Author/RAO)

ED 161 511 JC 780 600

Heller, Barbara R. And Others

A Planning Program to Develop Career Path Workshops for Women Students.

City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education.; New York State Education Dept., Albany.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Aug 78

Grant-VEA-78-30-807

Note-101p.; Pages A11-A12 of the original documents are copyrighted and therefore not available. They are not included in the pagination

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors-*After School Programs, Anxiety, *Career Choice, *Career Planning, College Bound Students, Desensitization, *Females, High School Students, Mathematics, Occupational Choice, Program Content, *Program Descriptions, Secondary Education, Technical Occupations, Workshops

Identifiers-*Nontraditional Occupations

A session-by-session plan for a series of after-school Career Path workshops for 11th grade women students is outlined. Designed as a cooperative effort of community colleges and high schools, the objective of the workshops is to increase the number of women entering nontraditional technical and professional careers by providing (1) occupational/educational information and opportunity to plan for a career, and (2) supplementary instruction in math and science skills necessary for many nontraditional careers. The 11-session program leads participants to explore the following: personal accomplishments and skills, values and skills important to occupational choice, fear of mathematics and the myths contributing to that fear, approaches to solving math problems, nontraditional career options for women, sources of occupational information and the requirements for various occupational alternatives, educational requirements and options for a specific career choice, college admission and financial aid, career and lifestyle options, career decision-making, and career pathing'' (steps to accomplish goals). For each session, objectives, strategies, content, and resources are described. The math-science supplemental component consists of five modules introducing calculus, statistics, scientific processes, computers, and providing preparation for the Scholastic Aptitude Test. It is noted that the workshop design and content have not been field tested. (MB)

ED 161 549 PS 010 203

Noonan, Roberta L.

Procedures for Developing Policy for Nursery Schools and Day Care Centers: Educational Policy Systems.

Pub Date-30 Jan 78
Note-36p.; Practicum report, submitted in partial fulfillment of requirements for Doctor of Education degree, Nova University
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Administrator Education, *Administrator Responsibility, Child Care Centers, Day Care Services, *Educational Administration, *Educational Planning, Federal Regulation, Governing Boards, Literature Reviews, Nursery Schools, Planning, *Policy Formation, *Preschool Programs, *School Policy, State Standards
Identifiers-Illinois

This investigation of educational policy for child care facilities identifies 18 areas of school operation that would benefit from written policy statements and suggests 6 procedures to use in formulating policy. Interviews with 6 child care center directors, a review of the literature, and a review of federal and state standards for child care, are used as a basis for formulating a definition of policy and identifying parties responsible for policy formation. Suggested areas of operation for which written policy statements are advisable include ownership, purpose, goals, enrollment, parent participation, health requirements, financial arrangements, personnel, research, discipline and maintenance. The suggested policy formation process consists of the following steps: planning, definition, weighing the issue, formulating the statement, formal adoption, and identification of the consequences of policy in coordination with periodic policy review. (RH)

ED 161 568 RC 010 726

A Charter for Improved Rural Youth Transition.

National Manpower Inst., Washington, D.C.; South Dakota State Advisory Committee to the U.S. Commission on Civil Rights.
Spons Agency-Department of Labor, Washington, D.C.

Pub Date-Jul 78
Contract-DL-99-6-653-42-8; DL-99-8-653-33-11
Note-77p.; Not available in hard copy because of Institute's preference
Available from-National Manpower Institute, Suite 301, 1211 Connecticut Avenue, N.W., Washington, D.C. 20036 ($2.50)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Career Exploration, Career Planning, *Community Involvement, Community Resources, Community Surveys, *Employment Opportunities, Entry Workers, Human Services, Information Networks, Models, Needs, Programs, Quality of Life, *Rural Youth, *School Community Cooperation, School Community Relationship, Transportation, Urban to Rural Migration, *Vocational Maturity, Volunteers
Identifiers-Public Services, Resource Utilization, *School To Work Transition, Work Education Councils

The Charter is intended to help shed light on rural youths' transition from education to work, and results from the 1977-78 activities of eight rural councils of the Work-Education Consortium. Recognizing the wide diversity of definitions for rural and nonmetropolitan, and understanding that rural youth are faced with economic and educational disadvantagement, the councils feel that their challenge is to work toward creating rural economic opportunities that will enhance the quality of community life and reflect community values. Toward that end, 10 propositions have been developed. While several propositions deal with the roles rural work-education councils should fulfill in providing various opportunities for rural youth, other propositions are: because national data do not adequately reflect the dimensions of rural living, the councils should collect, develop, and disseminate more relevant, accurate, and usable data regarding local rural communities; expansion of education and training opportunities must be balanced by and integrated with the development of appropriate employment opportunities; and rural communities need to develop collaborative models that respond to and grow out of local styles, customs, and modes of organization. Each proposition is accompanied by background and a section on action initiatives'' for implementation. A list of references concludes the document. (BR)

ED 161 678 SE 024 992

Reineke, Robert Welch, Wayne

Adequacy of Teaching Conditions as Perceived by Administrators and Teachers. Research Paper No. 7.

Minnesota Univ., Minneapolis. Coll. of Education.

Spons Agency-National Science Foundation, Washington, D.C.
Pub Date- 75
Grant-NSF-GW-6800
Note-12p.; For related documents, see SE 024 989-999 and ED 148 632-640; Contains occasional light and broken type
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Educational Environment, *Educational Research, Mathematics Education, *Mathematics Teachers, *Perception, *Principals, School Administration, Science Education, *Science Teachers, Secondary Education, *Teaching Conditions
Identifiers-Heterophily, Minnesota Research & Evaluation Project, *National Science Foundation, Research Reports

This research study sought to examine the degree of heterophily which was indicated between principals and teachers regarding the perceived adequacy of school conditions. The sample comprised principals and teachers randomly selected from five regions. Three of the regions focused on science teachers while the other two involved mathematics teachers. These regions included 15 states scattered throughout the western three-fourths of the country. The questionnaire included 27 Likert-type items which asked respondents to rate aspects of their instructional setting. Items were clustered to assess teacher effectiveness, teaching load, curriculum facilities and support staff. Multivariate and univariate analysis of variance were used to analyze data. Results showed that principals possessed a more positive view of teaching conditions than did science and mathematics teachers. Also, four of the five comparisons were significant. It was concluded that the two groups of principals and teachers were heterophilous. (HM)

ED 161 702 SE 025 149

Blackwood, Paul E.

Science Teaching in the Elementary Schools: A Survey of Practices. Circular Number 749.

Department of Health, Education, and Welfare, Washington, D.C.
Report No.-OE-29059
Pub Date-65
Note-112p.; Not available in hard copy due to marginal legibility of original
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.65)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Academically Gifted, Educational Research, Elementary Education, *Elementary School Science, *Inservice Education, *Program Descriptions, Science Education, Science Equipment, *Surveys, Teaching Methods
Identifiers-National Science Foundation

Detailed statistical information concerning elementary school science education in the 1961-62 school year is contained in this document. Survey information from the approximately 1,500 school districts participating in the study describe: (1) the enrollment and organization of public elementary schools; (2) the science curriculum, facilities, and equipment in elementary schools; (3) provisions for the identification and programs for working with children with special interests or aptitude in science and (4) inservice education activities in regard to elementary school science. A summary of the findings of the surveys as well as recommendations concerning the improvement of elementary school science instruction is provided. (CP)

Lewis, Bill And Others

Contemporary American Issues.

Jefferson County School District R-1, Lakewood, Colo.
Pub Date-77
Note-171p.; Marginally legible
Available from-ERIC Clearinghouse for Science, Mathematics, and Environmental Education, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 (on loan)

Document Not Available from EDRS.

Descriptors-*American Government (Course), Elementary Secondary Education, *Environmental Education, Instruction, Junior High Schools, Junior High School Students, *Physical Environment, *Social Environment, *Social Studies Units, Teaching Guides, Units of Study

This nine-week unit from a junior high American government curriculum covers the following topics: (1) What are the current issues in our physical and social environment?; (2) How do we investigate and evaluate issues?; and (3) What contemporary issues in my physical or social environment do I want to investigate? Students are required to do individual investigations; emphasis is placed on the process of thorough, objective investigation. Possible questions for student investigation include: land use, recreational facilities, population growth, water conservation, city planning, ageism, and child abuse. For each major topic the guide gives major concepts, reading assignments, filmstrips, activities such as simulation games, map work, role-play, field trips, and guest speakers, and ideas for students to discuss and write about. A bibliography of basic and supplementary texts is included, as well as various checklists, guidelines, and classroom materials. (BB)

ED 161 777 SO 011 159

Ranney, Austin

Alienation and Expectation in American Political Culture.

Illinois Univ., Urbana. Dept. of Political Science.

Pub Date-4 Nov 74

Note-32p.; Paper presented at Annual Meeting of the Edmund Janes James Lecture (Urbana, Illinois, November 4, 1974); Not available in hard copy from EDRS due to small type size of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Activism, *American Culture, Attitudes, Beliefs, *Changing Attitudes, Data Analysis, Government Role, Leadership Qualities, Leadership Responsibility, Literature Reviews, *Negative Attitudes, Philosophy, *Political Attitudes, Politics, Socialization, *Social Problems, Surveys, Tables (Data), *Trend Analysis, United States History

The concept of political alienation in American culture is examined in light of evidence gathered by social scientists. Political alienation is interpreted to include a wide variety of attitudes and behaviors such as cynicism, outraged idealism, apathy, violent protest, powerlessness, and revolutionary zeal. To minimize conceptual ambiguities of the term, the author confines discussion to four major aspects of alienation: the referents from which the person is alienated, the degree to which the person rejects the referent political institutions and processes, type of expression, and source of alienation. Findings from numerous national surveys indicate that Americans have a lower level of trust in and support for American political institutions than they did in 1964. Americans also feel more alienation from every other organized segment of society than has been the case since the early 1900s, when the first surveys were taken. Examples of ways in which alienation has been expressed are decreasing voter turnouts, split-ticket voting, student political protests, rising emigration, frustration over inflation, and anger when high expectations of governmental performance are unmet. The conclusion is that Americans will become less alienated from the political system if they begin to expect reasonable rather than miraculous achievements from political leaders. (DB)

ED 161 344 HE 010 570

Poulton, Nick L.

Comparing Perceived Outcomes of Different Planning Activities. AIR Forum Paper 1978.

Western Michigan Univ., Kalamazoo. Office of University Planning.

Pub Date-May 78

Note-16p.; Paper presented at the annual Association for Institutional Research Forum (18th, Houston, Texas, May 21-25, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Administrative Organization, *College Planning, *Decision Making, *Higher Education, Institutional Research, Master Plans, *Organizational Climate, Organizational Effectiveness, Program Evaluation, Resource Allocations, Teacher Administrator Relationship, Teacher Participation, Universities, University Administration

Identifiers-*Planning Methods

The question, Do planning techniques make a difference, and if so, to whom, and for what purpose?'' was addressed by studying master planning, resource allocation, and program evaluation in several large, research-oriented universities. Observations regarding perceived utility and problems associated with these activities are discussed. Perceived utility varied by organizational level. Master planning and resource allocation techniques were the tools of the central administrator, and were not of major use to the department chairman. Program evaluation efforts had greatest impact on the operating units reviewed and were less useful to the central administrator. The ideal cycle of goal directed planning, followed by choice of action and evaluation of outcomes, does not come to automatic closure given the usual form of these activities. The most effective activities provided alternative vantage points for viewing the organization. Expanded participation raised expectations and subsequent frustrations when limited resources provided few rewards. Communication problems become more acute. Faculty participation had inherent limits. Elements of administrative environment are critical in determining the influence of planning activities on decisions. The conscious protection of openness, participation, and communication were essential. (Author)

ED 161 365 HE 010 596

Braxton, John M.

Impacts of Workshops for Instructional Improvement: The Results of an Evaluation of a Component of a Faculty Development Program. AIR Forum Paper 1978.

Wittenberg Univ., Springfield, Ohio.

Pub Date-May 78

Note-24p.; Paper presented at the annual Association For Institutional Research Forum (18th, Houston, Texas, May 21-25, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*College Faculty, *Faculty Development, Higher Education, Institutional Research, *Instructional Improvement, Instructional Innovation, Private Colleges, Program Evaluation, Research Projects, Small Colleges, Statistical Data, Surveys, Teacher Attitudes, *Teacher Workshops, Teaching Methods, Teaching Techniques

Identifiers-*Wittenberg University OH

Reported are the impacts of a series of workshops for instructional improvement conducted by the Faculty Development Organization of Wittenberg University, a private, undergraduate institution of 2300 students. The impacts delineated are the results of an evaluation of these workshops. The impacts examined were extracted from the expected outcomes of various instructional improvement programs delineated by Gaff. The impacts selected for analysis were (1) the development and use of new techniques or methods of instruction and (2) the development of favorable attitudes toward teaching and learning by faculty. A survey instrument, which operationalized these two impacts, was administered to the population of 65 faculty who had participated in one or more of the workshops for instructional improvement. A total of 44 completed forms were received for a response rate of 68 percent. The results tend to indicate that the workshops did have some impact upon the faculty participants. Most faculty did become involved in the process of developing new methods or techniques of instruction. More favorable attitudes toward teaching and learning were also developed. (Author)

ED 161 426　　　　　　　　　　　　IR 006 348

Mello, James F.
Computerization of Synonymy Data from Biological Systematics. Museum Data Bank Research Report Number 9.
Margaret Woodbury Strong Museum, Rochester, N.Y. Museum Data Bank Committee.
Pub Date-Sep 77
Note-21p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Automation, *Biological Sciences, *Classification, Definitions, Efficiency, *Electronic Data Processing, History, *Information Processing, Records (Forms), Taxonomy
Identifiers-Morphology, Synonomy, *Systematics

An outline of biological systematics and the kind of data that comprise it is presented, together with a description of one data convention used in systematics and a method for computerizing synonymic and associated data. Systematics consist of descriptions of species, names applied to these species, and supportive field data such as geographic distribution. Historically, knowledge about plant and animal species is systematized through conventionalized descriptive terminology and the establishment of hierarchical relationships between species and other taxa. As the system grows, there is a need for greater precision in description and inclusion of more features among included species. Therefore, internal growth of systematic data is inevitable, and it creates management problems even for small groups of species. The computer can play a significant role in creating order. Three levels of description in systematics are: taxonomy application of names to plants and animals; synonomy recording of taxonomic history and referrals to that species; and morphologic description-detailing of distinguishing characteristics of a species. These levels are well standardized, thereby lending themselves to computerization. This study concentrates on developing efficient methods of data entry and computer processing for synonymic data, making these data increasingly useful as a source of information on research questions. (Author/MBR)

ED 161 450 IR 006 604

McBrayer, John

A Competency Based Human Relations Program Curriculum Model.

West Central Wisconsin Consortium, La Crosse.
Pub Date-Jul 77
Note-33p.; For related document, see IR 006 603 ; Not available in hard copy due to print quality
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Curriculum Design, Higher Education, *Human Relations Programs, Instructional Systems, Intergroup Relations, *Models, *Performance Based Education, Program Guides, Systems Approach, Teacher Education
Identifiers-*University of Wisconsin

This curriculum model serves as a process for interrelating elements, factors, and participants, and directing them toward the goals of the School of Education and the Wisconsin Administrative Code. It implies a specified and measurable outcome, in which evidence about effectiveness is continuously available, making the model adaptive or corrective in light of that evidence. Students moving through the program are made aware of the process by continually being subjected to it in their own learning, and are required to reflect the process in their preliminary teaching. The user is required to (1) know what it is that he/she wants to accomplish, (2) order events so that he/she has a probability of accomplishing it, (3) assess whether these events do accomplish the intended goals, and (4) modify them until they do. Preparation in human relations, including intergroup relations, is required of all candidates for initial certification in education in Wisconsin. (Author/JEG)

ED 161 604 RC 010 873

Kane, Robert And Others

An Overview of Rural Health Care Research.

Report No.-RC-P-6110

Pub Date-Apr 78

Note-75p.; Pages 9, 51, and 54 may not reproduce well due to small print size

Available from-The Rand Corporation, Santa Monica, California 90406 ($5.00)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Bibliographies, *Delivery Systems, *Financial Needs, Financial Policy, Financial Support, Health Facilities, *Health Personnel, Health Programs, Health Services, Medical Care Evaluation, *Research Needs, *Research Reviews (Publications), *Rural Areas, State of the Art Reviews

Research in rural health has multiplied rapidly in recent years. Although there is currently no shortage of studies and questions, the want of answers remains. Despite a substantial investment in a variety of rural health care programs, there is inadequate information as to their effectiveness. Programs designed to increase the supply of health personnel to rural areas have met with mixed success; sites staffed by National Service Corps personnel show consistently lower productivity than sites under other sponsors. A persistent problem is the expectation that many rural health care programs must become financially self-sufficient, for stringent enforcement of this requirement may mean that those who need the services most will be least likely to receive them. Rather than focusing merely on a review of the published literature, this study directs attention toward ongoing research, examines unanswered questions, and suggests a framework for future coordination of research and evaluation efforts in the field. Particular emphasis is given to questions on access, manpower, and financing. The current state of knowledge in both published and unpublished literature in each area is summarized and a series of unresolved issues is raised. The bibliography cites 162 references, most of which were published since 1974. (AUTHOR/DS)

ED 161 621 RC 010 903

SCDC Spanish Curricula Units. Language Arts Stra[illegible], Unit 9, Grade 3, Teacher's Guide.

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Spanish Curricula Development Center, Miami Beach, Fla.
Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.
Pub Date-77
Note-325p.; Not available in hard copy due to sideways reading material; For related document, see RC 010 904
Available from-Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752 (Order No. 251-4, $5.50)
Language-Spanish; English
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-American History, *Bilingual Education, Communication (Thought Transfer), Creative Expression, Cultural Education, Grade 3, Instructional Materials, Interpretive Skills, *Language Arts, Language Experience Approach, *Learning Activities, Learning Modules, Primary Education, Reading Comprehension, Reading Instruction, *Spanish, *Spanish Speaking, Speech Skills, Spiral Curriculum, Student Evaluation, *Teaching Guides, Vocabulary Development

Instructional and assessment activities are presented in this teacher's guide to unit nine's language arts strand for third graders. Activities in reading, language analysis, and creative expression, both oral and written, are formulated in kits 33-36; they center around the basic theme of the nation as a community. Focus, objectives, and materials for each activity are given in English and Spanish with teacher instructions only in Spanish. Reading for details and analysis of elements in the stories are stressed as students progress through the two small readers Relatos de Nuestra Tierra'' and Cuentos y Leyendas''. Following the reading exercises after each unit are activities which identify language forms used in the home and school, trace the different languages spoken in the United States, and analyze the origins of words and names. Creative expressions include identification of various forms of communication by signs, smoke, drums, oral, and others, and creation of new ones with pictographs, body language, and sign language. Assessment activities for each kit include criteria for evaluation, exercises, and assessment sheets. These are designed to provide appropriate testing materials by which to measure the knowledge the children have acquired and help the teacher to determine which concepts need reinforcement. (DS)

ED 161 837 SP 013 204

Leyser, Yona

The Effects of Role Playing in Elementary School Classrooms on Children with Low Sociometric Status. Final Report 50.3.

Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Feb 76

Grant-OEG 9-242178-4149-032

Note-257p.

Available from-Center for Innovation in Teaching the Handicapped, Indiana University, Smith Research Center, Room 1500, Bloomington, Indiana 47401 ($4.00)

EDRS Price MF-$0.83 HC-$14.05 Plus Postage.

Descriptors-Behavior Patterns, Elementary Education, Group Dynamics, *Group Status, *Peer Acceptance, *Role Playing, *Self Concept, *Social Behavior, Social Stratification, *Sociometric Techniques, Student Attitudes, Teacher Attitudes

The purpose of this study was to design an intervention strategy, including role-playing techniques and activities, and to train teachers in their use in the classroom in order to improve the social status of socially rejected children. Other objectives were to change teachers' and peers' perceptions of the rejected children as well as to change the self-perceptions of the rejected children themselves. This investigation developed role-playing materials and trained teachers in their use in the classroom to help students develop skills in coping with situations and behaviors previously identified as leading to rejection. Three major conclusions were reached in this study. Role-Playing intervention used in the classroom over a short period of time with the purpose of changing the social status of rejected children has a very limited effect on their acceptance or rejection by peers. Also, this type of intervention has little effect on the teacher's perception of the student, while it may have some effect on the self-perceptions of unpopular children. Appended to this report are samples of instruments and tests, and testing and scoring instructions for teachers. (JD)

ED 161 324 HE 010 535

Status of Office of Education's National Direct Student Loan Funds at Selected Postsecondary Education Institutions. Report by the Comptroller General of the United States.

General Accounting Office, Washington, D.C. Div. of Human Resources.
Report No.-B-164031(1); HRD-78-94
Pub Date-2 May 78
Note-57p.
Available from-U.S. General Accounting Office, Washington, D.C. 20548
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-College Administration, College Students, Educational Finance, *Federal Aid, Federal Programs, *Financial Support, Higher Education, *Loan Repayment, *School Funds, Student Financial Aid, *Student Loan Programs
Identifiers-Compliance, *National Direct Student Loan Program, Office of Education

The status of the U.S. Office of Education-sponsored National Direct Student Loan funds at 19 selected postsecondary schools was reviewed. Enabling legislation intended that schools attain a revolving fund status but each school differs in its ability to do this because different loan collection procedures are used. Legislation requires schools to make loans to nearly all eligible students and privacy considerations affect the extent that schools can pursue delinquent borrowers. Direct loan recipients display different payback characteristics depending on the type of institution they attend. This factor could account for part of the difference in the ability of institutions to attain a self-sustaining revolving fund status. The type of school is a major factor related to delinquency rates. Two-year public and proprietary institutions appear to have the greatest problem. It is unlikely that the majority of schools participating in the program will achieve a self-sustaining revolving fund status anytime soon. Management practices at participating institutions are discussed and it is concluded that most schools complied with due diligence requirements. Borrower profiles were developed based on a study of demographic, financial, academic, and direct loan status factors. Borrower characteristics most and least associated with delinquency are outlined. (SW)

ED 161 530 PS 010 153

Karnes, Merle B. Strong, Paula Sabatino

Nurturing Academic Talent in Early Childhood: Science.

Illinois Univ., Urbana. Inst. for Child Behavior and Development.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date-Sep 78

Grant-OEG-00-75-00232

Note-29p.; For related documents, see PS 010 120, PS 010 146, PS 010 150-52, and PS 010 154-57

Available from-Publications Office, Institute for Child Behavior and Development, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog No. 1403.007, $2.50)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Educational Diagnosis, *Gifted, *Handicapped Children, Instructional Materials, Learning Activities, Preschool Education, Science Activities, *Science Instruction, Science Materials, *Scientific Attitudes, *Talent Development, *Teaching Guides, Teaching Methods

Identifiers-*RAPYHT Project

This teaching guide suggests practical ideas for encouraging science talent in preschool children. It is part of a series of similar guides developed by the RAPYHT Project (Retrieval and Acceleration of Promising Young Handicapped and Talented) for educating young gifted/talented handicapped children and gifted children with no handicaps. A list of characteristics demonstrated by children with high potential for scientific talent is followed by suggestions on how to help children see science as a process and learn to approach scientific investigations in a systematic manner. The suggested system of investigation stresses the following skills: careful observation, asking thoughtful questions, hypothesizing answers to problems, gathering information, recording findings, applying information and communicating information to others. A list of possible materials and equipment sources and a bibliography of children's science books are provided. The final section of the guide suggests activities which will help the talented child develop the basic skills in scientific investigation which were identified in the previous section. An extensive annotated list of resources is also included. (CM)

SCDC Spanish Curricula Units. Fine Arts Strand, Unit 6, Grade 2, Supplement & Ditto Packet.

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Spanish Curricula Development Center, Miami Beach, Fla.
Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.
Pub Date-75
Note-104p.; Not available in hard copy due to sideways reading material; For related document, see RC 010 919
Available from-Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752 (Order No. 206-9, $2.50)
Language-Spanish; English
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Bilingual Education, Creative Dramatics, Enrichment Activities, *Fine Arts, Grade 2, Instructional Aids, Instructional Materials, *Learning Activities, Music Activities, Musical Instruments, *Music Education, Primary Education, Singing, *Spanish, Spanish Speaking, *Visual Aids, Vocal Music, *Worksheets
Identifiers-Ditto Masters

The supplement and ditto packet to the fine arts strand of unit six for second graders contains visual materials to help the teacher carry out the instructional and assessment activities for the four kits of this unit. The four kits emphasize music theory and its application, rhythm, aesthetic expression, and kinds of themes and instruments. Materials for both group activities and seatwork for individual students are provided. Language on materials for classroom use is in Spanish. The visuals are designed to stimulate oral language and conceptual development; they include pictures of musical instruments, illustrations of stories, music notes and symbols, diagrams of finger plays, and pictures of the grocery bag costumes made to dramatize the song "La Boda del Piojo y la Pulga." The ditto packet features ditto masters to make multiple copies of matching exercises and music theory work. Cutouts for coloring and pasting on the bag costumes are also provided. A separate songbook accompanies each kit; the recording of all the music used is available on a cassette (available separately from the Dissemination Center). (DS)

ED 161 656 RC 010 947

SCDC Spanish Curricula Units. Language Arts Strand, Unit 8, Grade 3, Teacher's Guide Multi-Ethnic Edition.

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Spanish Curricula Development Center, Miami Beach, Fla.

Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.

Pub Date-76

Note-375p.; Not available in hard copy due to sideways reading material; For related document, see RC 010 948

Available from-Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752 (Order No. 233-6, $5.50)

Language-Spanish; English

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Art Activities, *Bilingual Education, Creative Expression, Dramatics, Fables, Grade 3, Grammar, Instructional Materials, *Language Arts, Language Variation, *Learning Activities, Learning Modules, Poetry, Primary Education, *Reading Instruction, Spanish, *Spanish Speaking, Speech Skills, Spiral Curriculum, Student Evaluation, *Teaching Guides

Unit eight of a language arts curriculum for Spanish-speaking students in grade three presents learning and assessment activities focusing on communities in the nation and addressing the elements, wants and needs, change occurrences, and the results of change. The guide lists focus, objective, and materials for each activity in English and Spanish; detailed teacher instructions are in Spanish only. Kits 29-32 include activities in reading, language analysis, and creative expression (oral and written). Two small pupil readers are included. Kits cover two stories; a fable; Mexican, Puerto Rican, and Cuban linguistic variation; mood identification; story and fable elements; onomatopoeic sounds; mystery story; dictionary skills; parts of a letter; dramatization; poetry; art; biography of Roberto Clemente, the Puerto Rican baseball player; Haiku verses; parts of sentences; classes of words; class and individually written fables; extemporaneous speaking; biographies of Lidia Diaz Cruz, the Cuban ballet dancer, and Armando Rodriguez, a Mexican American teacher and humanist; paragraph elements; punctuation; nonverbal communication; and oral expression. (RS)

French, Bevan M.
Mars: The Viking Discoveries.
National Aeronautics and Space Administration, Washington, D.C.
Report No.-NASA-EP-146
Pub Date-Oct 77
Note-37p.; Not available in hard copy due to poor reproducibility of photographes
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 033-000-00703-5; $1.50)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Aerospace Education, Aerospace Technology, *Astronomy, *Earth Science, Geology, *Instructional Materials, Physics, *Science Activities, Science Education, Science Experiments, *Space Sciences
Identifiers-*Mars

This booklet describes the results of NASA's Viking spacecraft on Mars. It is intended to be useful for the teacher of basic courses in earth science, space science, astronomy, physics, or geology, but is also of interest to the well-informed layman. Topics include why we should study Mars, how the Viking spacecraft works, the winds of Mars, the chemistry of Mars, experiments in relativity, and the future of the Viking spacecraft. An appendix includes suggestions for further reading, classroom experiments and activities, and suggested films. (BB)

ED 161 796 SO 011 256

Christian Voices on World Order. The Whole Earth Papers, Vol. 1, No. 10.
Global Education Associates, East Orange, N.J.
Pub Date-78
Note-51p.; For related documents, see SO 011 257-259; Not available in hard copy from EDRS due to small type size of parts of the original document; Speeches on pages 37-41 are copyrighted and have been removed by ERIC
Available from-Global Education Associates, 552 Park Avenue, East Orange, New Jersey 07017
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Adult Education, *Christianity, Church Responsibility, Church Role, Ethical Values, Ethics, *Futures (of Society), *Global Approach, Higher Education, Historiography, Humanization, Moral Issues, Moral Values, *Peace, Philosophy, Religion, *Religious Factors, Secondary Education, Social Problems, Values, World Affairs, *World Problems

This special issue of the Whole Earth Papers examines Christian perspectives on world order. The document is the first in a series to promote understanding of the ways in which religious and humanist traditions can help develop a more humane world order. Sixteen articles comprise the document. World order issues are explored from various theological dimensions including historical, creational and eschatological, evangelical, ethical and moral, contemplative, and spiritual. Topics discussed include Christ and world order, crises of growth, political power struggles, resource depletion, spiritual insight versus scientific inquiry, justice, political implications of Jesus' teachings, pacifism, human rights, disarmament, and the mission toward unity. The concluding section suggests that the Whole Earth Papers be used for personal growth and study, group discussion, background for lobbying efforts, college, high school, and adult education courses, and resource libraries. (DB)

ED 161 815 SO 011 292

Hoffman, Alan J. Hoffman, Nancy Lucius

Using Research Methods in Elementary and Middle School Social Studies Classes.

Pub Date-Nov 78
Note-14p.; Paper presented at Annual Conference of the National Council for the Social Studies (Houston, Texas, November 22-25, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Critical Thinking, Elementary Education, Experimental Groups, Guidelines, Historiography, Intermediate Grades, Interviews, Learning Activities, Middle Schools, Observation, Oral History, Problem Solving, Productive Thinking, Research Methodology, *Research Skills, *Skill Development, *Social Studies, Surveys, *Teaching Techniques

A rationale and guidelines are presented for using social science research methodologies to teach elementary school social studies. The goal of using these methodologies is to help children develop independent and self-directed thinking and problem-solving skills. The authors describe four research approaches and give examples of how each methodology can be applied in the elementary classroom. The approaches include historical, experimental, descriptive, and survey research methods. In historical research, an attempt is made to interpret and reconstruct past events. Oral history is a technique used in this approach. Students can interview grandparents or other adult relatives about the differences in lifestyles when they were the students' age. In experimental research, variables are manipulated to determine the effect of a particular treatment. Students can be divided into experimental and control groups to determine if tutoring younger students promotes a change in the experimental group's attitudes toward younger children. Techniques of descriptive research include participant observation, direct observation, indirect observation, and interviewing. Using any of these techniques, students can investigate what it is like to be a member of the school band. In survey research, the investigator attemPts to discover attitudes or opinions held by large numbers of people concerning particular issues or ideas. Using a questionnaire developed in class, students can conduct a survey of opinions about the school lunch program. (AV)

Chapman, Randall G.

Pricing Policy and the College Choice Process. AIR Forum Paper 1978.

Pub Date-May 78
Note-31p.; Paper presented at the annual Association for Institutional Research Forum (18th, Houston, Texas, May 21-25, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-College Admission, College Bound Students, *College Choice, Competitive Selection, Decision Making, *Educational Demand, Educational Quality, Higher Education, Institutional Research, Marketing, *Models, Noninstructional Student Costs, Private Colleges, Statistical Analysis, *Student Costs, Student Financial Aid, *Student Recruitment, *Tuition
Identifiers-Carnegie Mellon University PA, Stochastic Utility Model

A presentation of a conceptual framework for viewing the admissions management process in higher education institutions and a discussion of the pricing policy process, particularly of private colleges and universities, precedes an examination of the stochastic utility model, a statistical model of the college choice process. Using student choice data obtained from admitted freshmen applicants to Carnegie-Mellon University, some empirical results are presented that are related to the effects of price, among other factors, on the college choice decision-making behavior process of high school seniors. The two most important factors affecting the college choice process are seen to be college quality and price related considerations, especially the availability of student financial aid. Marketing implications of these results are discussed. (Author/JMD)

ED 161 405 IR 006 118

Patrick, Ruth And Others

A Study of Library Cooperatives, Networks and Demonstration Projects. Final Report. Volume I: Findings and Recommendations.

Applied Management Sciences, Inc., Silver Spring, Md.

Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Pub Date-31 Mar 78

Contract-300-76-0464

Note-503p.; For related document, see IR 006 119 ; Colored pages may not reproduce clearly

EDRS Price MF-$1.00 HC-$27.45 Plus Postage.

Descriptors-Financial Support, Legislation, Libraries, *Library Cooperation, *Library Networks, *Library Services, *Program Effectiveness, Reports, *Research, Trend Analysis

Identifiers-*Higher Education Act, *Library Services and Construction Act

This study evaluates the impact and effectiveness of the Library Research and Demonstration Program of the Higher Education Act (HEA II-B), and Title III, Interlibrary Cooperation, of the Library Services and Construction Act (LSCA III), USOE administered grant programs to aid in developing and improving library and information services. It determines the extent to which each program accomplished its objectives; identifies factors contributing to the success and/or failure of each; and recommends possible postures in Federal policy affecting each. Methodological approaches for each program included a review of the related legislation and literature, and interviews with key policymakers. For HEA II-B, a telephone survey of project directors that received funding in 1971-76, and of 41 research and demonstration peers were conducted, as well as case studies of 12 HEA II-B demonstration projects. For LSCA III Programs, a mail survey was conducted of all State Library Agencies and all library cooperative and networking projects, in addition to case studies in 10 states. This report provides a description of the methodology utilized; a model describing the transforming of library related innovations into basic library information services, and the relationship among the Federal Programs in that process; study findings; and recommendations to focus and strengthen these programs. (Author/MBR)

ED 161 473 JC 780 548

Gorter, Sandy
Non-Returning Students, Spring 1978.
Mercer County Community Coll., Trenton, N.J.
Pub Date-Aug 78
Note-57p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Academic Achievement, Academic Aspiration, Age, College Credits, College Majors, Community Colleges, *Dropout Research, Employment Patterns, Enrollment Influences, Ethnic Groups, Females, Grade Point Average, *Junior Colleges, Males, Participant Satisfaction, *Part Time Students, *Persistence, Student Attitudes, *Student Characteristics, Surveys, Transfer Students

A survey was conducted at Mercer County Community College to determine the demographic characteristics, number of credits, grade point average (GPA), academic program, reasons for not returning, current working and educational status, and opinions of the college of part- and full-time students who enrolled for the fall 1977 semester and did not return spring 1978. Responses were received from 290 of the 847 students surveyed, representing response rates of 30% for full-time students and 44% for part-time students. Both part- and full-time students fell into the 21-25 age range more frequently, and into the 18-20 age range less frequently than the general enrollment. Part-time non-returning students had more credits and higher GPA's than part-time students in general; however, full-time non-returning students did not compare favorably with full-time students' averages in these areas. Non-returning students followed college trends with educational goals focusing on job and transfer preparation. Expectations of returning to Mercer were held by 17% of the full-time and 46% of the part-time students; while 28% of the survey group was already furthering their education elsewhere. The part-time group's reasons for not returning included goal attainment or transfer; more frequently, the full-time group felt they were doing poorly academically. The questionnaire with response percentages is included. (MB)

ED 161 492 JC 780 571

Hauselman, A. J., Ed. Tudor, Dan, Ed.

Compendium of Selected Data & Characteristics, 1977-78.

Kentucky Univ., Lexington. Community Coll. System.

Pub Date-Oct 78

Note-94p.

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Academic Aptitude, Associate Degrees, Budgets, College Majors, Community Colleges, Educational Administration, *Educational Finance, *Enrollment, Enrollment Trends, *Instructional Programs, *Junior Colleges, Statistical Data, *Student Characteristics, Teacher Characteristics, Technical Education

Identifiers-Kentucky

After tracing the development of the 13-campus community college system in Kentucky, which is governed by University of Kentucky Board of Trustees, this document outlines enrollment, instructional programs, financial support, and student characteristics throughout the system. Headcount enrollment is presented by class, sex, residence, and year for 1964-1977; full-time equivalent enrollment by year; and enrollment of first-time freshman by year. Data for each instructional program are given with regard to: headcount by degree level; baccalaureate, applied science, and non-degree enrollment by sex; credit hours offered by degree and course level; full-time enrollment by degree and course level; number of graduates by technical program and by year; number and type of library materials; highest degree attained by full-time teaching faculty; and staff and faculty development activities. Financial support of the system is considered in relation to actual operating expenditures by function, percent of annual expenditures for general educational support, budgeted expenditures by function, percent of budgeted expenditures for general educational support, and average salaries by rank for teaching faculty. Student characteristics are considered in terms of mean standard American College Test (ACT) scores for first-time freshman by year and sex, estimated family income for first-time freshman, ethnic enrollment, and distribution of enrollment by age groups. (MB)

ED 161 550 PS 010 204

Young, Diana Dent

Yadkin Valley Early Childhood Creative Library Project. Final Summary Report.

Yadkin Valley Economic Development District, Boonville, N.C.
Spons Agency-Office of Libraries and Learning Resources (DHEW/OE), Washington, D.C.
Pub Date-Sep 77
Note-122p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-Early Childhood Education, Home Visits, Library Materials, Library Programs, *Library Services, *Outreach Programs, Parent Workshops, *Preschool Programs, Program Administration, *Program Effectiveness, *Program Evaluation, Recordkeeping, *Rural Areas, Story Reading

This summary report of the Yadkin Valley Early Childhood Creative Library Project discusses the development of a collection of early childhood educational and creative materials for loan to child development programs, parents, and babysitters in four counties of rural North Carolina. The program focuses on serving those parents and children not already involved in an organized child care program. The report touches upon data collection methods; experiences gained in the project; comments from project participants; evaluation methods and results; continuation plans for the project; and reflections and conclusions about the program as a whole. Appendices include information on: names of staff personnel; policies of the project on job descriptions, selection of toys, toy cataloging, and the records system; samples of regularly used forms; various types of publicity used; examples, descriptions, and results of tests used in the project for impact and developmental measurement; written comments of the Advisory Council; examples of letters from parents; and written comments about the project by staff members (including, among other things, descriptions of objectives, procedures, successes, problems, opinions, and recommendations.) (SE)

ED 161 587 RC 010 818

SCDC Spanish Curricula Units. Science/Math Strand, Unit 3, Grade One, Teacher's Guide Multi-Ethnic Edition.

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Spanish Curricula Development Center, Miami Beach, Fla.

Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.

Pub Date-74

Note-257p.; Not available in hard copy due to sideways reading material; For related document, see RC 010 819

Available from-Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752 (Order No. 155-0, $4.50)

Language-Spanish; English

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Bilingual Education, Elementary School Mathematics, Elementary School Science, Geometric Concepts, Grade 1, Instructional Materials, *Learning Activities, Learning Modules, *Mathematics Curriculum, Meteorology, Number Concepts, Primary Education, School Environment, *Science Curriculum, Science Experiments, Scientific Concepts, *Spanish Speaking, Spiral Curriculum, Symmetry, *Teaching Guides, Temperature, Time

Instructional and assessment activities in unit three of a Spanish science/math curriculum for first graders are built around the central theme of the school. Kits 9-12, each designed for a two to three week teaching period, contain activities which also support who the child is, what his needs and wants are, what his resources are, and how he uses them. The guide lists the focus, objective, and materials for each learning activity in English and Spanish; teacher instructions are in Spanish. Major activities are as follows: reviewing geometric shapes; recognizing symmetry in two- and three-dimensional figures; introducing the concept of half; reviewing the order of cardinal and ordinal numbers; identifying time units (day, week, month, year); constructing a calendar; relating the concept of time to the school and home environment; identifying divisions of the day (minutes, hours); telling time; timing events; continuing mathematical concept of sets; identifying 100 as 10 tens and 0 ones; using a Celsius thermometer to record temperature changes; identifying weather symbols and conditions; introducing the cent symbol and the value of a cent, nickel, dime, and quarter, and using these values in adding and subtracting; strengthening the place value concept. Assessment activities are included with each kit. (RS)

Gallagher, James Joseph, Ed.

A Guide for Teaching Regional Environmental Planning. Final Report of Project - Inservice Personnel Development: Regional Environmental Planning Workshops for Tri-County Secondary School Teachers.

Michigan State Univ., East Lansing. Science and Mathematics Teaching Center.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Sep 78
Grant-OE-G-007701356
Note-58p.; Contains occasional light and broken type
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Environmental Education, Environmental Influences, Inservice Teacher Education, *Instructional Materials, Learning Activities, Natural Resources, *Regional Planning, Resource Materials, *Secondary Education, *Teaching Guides

This guide is designed for teachers, administrators, inservice leaders, and teacher educators. Its purpose is to provide an organizational framework, material, and resources for the development of instructional plans and strategies for incorporating regional environmental planning in the secondary school curriculum. The guide is divided into three major parts. The first relates the role of regional environmental planning in solving some of today's environmental problems. The second part defines and describes regional environmental planning. It covers transportation, water supply, pollution control, waste disposal, and material recycling. The third part presents steps in introducing regional environmental planning into the school or community education programs. Information sources, implementation guidelines, and sample activities are included. (Author/MA)

ED 161 778 SO 011 188

Real Women, Real Lives. Marriage, Divorce, Widowhood.

Governor's Commission on the Status of Women, Madison, Wis.
Pub Date-78
Note-97p.; Not available in hard copy from EDRS due to small type size of parts of the original document; For a related document, see SO 011 189
Available from-Commission on the Status of Women, 30 West Mifflin Street, Room 210, Madison, Wisconsin 53703 ($1.00, paper cover)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Case Studies, Court Cases, Court Litigation, Cultural Factors, *Divorce, *Economic Disadvantagement, Economic Factors, Economic Status, Family (Sociological Unit), *Females, *Legal Problems, Legal Responsibility, Legislation, Life Style, *Marriage, Property Accounting, Sex Discrimination, Social Change, Social Influences, Social Problems, Social Relations, State Legislation, *Widowed

The booklet describes economic handicaps faced by women who become divorced or widowed. The purpose of the document is to increase the general public's understanding of how customs, old laws, and government policies support the framework of the family when things go wrong. The document is presented in four major sections. Section I focuses on marriage and offers 12 case studies on the following topics: marriage and money, the meaning of the right to support, what a wife's services are worth, personal rights in marriage, and violence. Section II offers case studies of 11 divorce-related situations. The case studies focus on divorce without fault, financial settlements, compensation for lost earning power, child custody, maintenance payments, enforcement of support payments, double standards, and transfer of debts. Section III presents eight case studies dealing with aspects of widowhood such as social security, pensions, insurance, family property, inheritance tax, co-ownership of real estate, and estate planning. The final chapter summarizes ways in which the marriage and marital property laws can be changed to reflect modern social trends. (DB)

Cusick, Philip A.

Report of a Seminar on Field Research Methods in Education. Conference Series No. 2.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jan 78
Contract-400-76-0073
Note-24p.
Available from-Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, Michigan 48824 ($1.50)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Classroom Observation Techniques, Educational Anthropology, *Educational Research, *Field Studies, Information Seeking, *Research Criteria, *Research Design, *Research Methodology

Important aspects of field research in education were discussed at this seminar. A wide spectrum of topics included the theoretical foundations of field methodology, information gathering, access, validity, reliability, interpretation and explanation, limits of methods, ethical issues, and approaches to write-up and presentation of data. Four speakers addressed the conference topics. The first spoke of his participant observation study of a curricular situation and of his study of a single principal. The second speaker demonstrated his technique of videotaping teachers in an Ontario Indian village and an Italian neighborhood school. A study of a class in which he was a member was described by the third speaker. The final participant discussed his experiences in associating with high school students and his involvement with the Michigan Department of Education. The speeches addressed four aspects and methods of research: category selection; micro-ethnography; philosophical issues and education theory; and reduction, analysis, and research bias. (JD)

ED 161 306 HE 010 182

Perlman, Daniel H.

Self-Study Report by Roosevelt University on the Impact of Government Programs and the Cost of Compliance With Government Regulations for the Sloan Commission on Government and Higher Education.

Roosevelt Univ., Chicago, Ill.
Pub Date-Aug 77
Note-39p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Administrative Policy, Administrator Responsibility, *College Administration, *Costs, *Federal Aid, Federal Government, *Federal Regulation, Financial Support, *Government School Relationship, Higher Education, Institutional Research, Private Colleges, Research Projects, School Surveys, Self Evaluation, State Aid
Identifiers-Compliance (Legal), *Roosevelt University IL

A study was conducted to assess the impact of federal and state assistance, regulations, and requirements on Roosevelt University, Chicago. By means of a survey questionnaire and interviews, the University's vice presidents and other senior administrators were asked to estimate the amount of time and money spent by the school to comply with federal rules, regulations, and guidelines. The University's participation in federally-supported projects and activities and the historical background, mission, and profile of the school are discussed. Excluding student aid, government support of the univeristy constitutes about 6 percent of the operating budget; about half this amount comes from the state, primarily in the form of a direct assistance grant. Compliance with government regulations and guidelines is conservatively estimated to cost the university about $250,000, or 2 percent of its operating budget. Some of these costs are one-time expenses; other expenditures are out-of-pocket, most in the form of staff time. The administrative staff spends an increasing precentage of their time on government related matters rather than on academically-related concerns. Policy issues to be considered in assessing the costs of compliance are discussed, and 10 recommendations are offered for the Sloan Commission to consider as it attempts to assess the problems on a national scale. (SW)

ED 161 451 IR 006 613

Barkman, Donna

Report on the Study of Cooperative Materials Examination Centers for Wisconsin.

Wisconsin Univ., Madison. School of Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Jun 78
Note-111p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-*Cooperative Programs, *Evaluation, *Instructional Materials, Instructional Materials Centers, Instructional Media, Interviews, *Media Selection, Networks, Questionnaires, Regional Programs, *Statewide Planning, *Surveys

This study investigates, identifies, and documents the need for cooperative media review centers in the state of Wisconsin and makes recommendations for their development and implementation. To this end, over 100 persons representing library/media/education and professional organizations were interviewed, literature reviews conducted, resources and materials examined, and a mail survey conducted with questionnaires sent to 400 school media centers and public libraries. Findings of the survey and interviews indicate strong interest and support for improving selection and examination centers with the need for a statewide system, based on a network of examination centers, which would provide materials and programs for evaluating materials. Recommendations include: (1) forming a multitype council in the Madison area to coordinate services and programs; (2) establishing mobile services for the purpose of materials review and evaluation in the far northern part of the state; and (3) establishing one stationary center which would house a wide range of materials and service multitype institutions in a radius of 60 to 80 miles. Also contained in the report are a brief survey of the history and development of examination centers, long range goals of the Wisconsin program, and specific components of examination center development. A bibliography on cooperative materials evaluation centers, a copy of the questionnaire with tabulated responses, and survey procedures are appended. (JPF)

ED 161 679 SE 024 993

Lawrenz, Frances
The Relationship Between Teacher Characteristics and Student Achievement and Attitude. Research Paper No. 8.
Minnesota Univ., Minneapolis. Coll. of Education.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date- 75
Grant-NSF-GW-6800
Note-20p.; For related documents, see SE 024 989-999 and ED 148 632-640; Contains occasional light and broken type
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Academic Achievement, *Educational Research, Science Education, *Science Teachers, Secondary Education, Student Attitudes, Student Teacher Relationship, *Teacher Characteristics, Teacher Influence, Teacher Motivation
Identifiers-*Minnesota Research & Evaluation Project, National Science Foundation, Research Reports

This research study sought to determine the extent of the relationship between teacher characteristics and student outcomes and to provide an indication of the order of importance among the teacher characteristics. A stratified random sample was selected of 236 secondary science teachers including 84 biology teachers, 111 chemistry teachers, and 41 physics teachers from 14 states. The selected science teachers completed four instruments. Each teacher randomly selected one of his/her classes to complete four instruments. Stepwise regression and canonical correlation were used to analyze the data. Results showed that the selected teacher characteristics accounted for one-fifth to one-third of the total variance in student scores. It was also indicated that the self-improvement variable seemed to be the most consistent predictor for student outcomes. (HM)

ED 161 703 SE 025 156

Paying for Pollution: Water Quality and Effluent Charges. Proceedings from a Conference (Chicago, Illinois, May 19, 1977).

Conservation Foundation, Washington, D.C.
Pub Date-78
Note-66p.; Not available in hard copy due to copyright restrictions
Available from-Conservation Foundation, 1717 Massachusetts Ave., N.W., Washington, D.C. 20036 ($4.40; Discounts on quantity orders)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Conference Reports, *Conservation (Environment), Environmental Education, *Government Role, Natural Resources, Pollution, Science Education, Waste Disposal, *Water Pollution Control, *Water Resources

This publication gives the proceedings from a 1977 conference sponsored by the Conservation Foundation. Participants discuss the appropriate means to control water pollution, emphasizing the use of effluent charges as economic incentive for polluters to clean up their waters. (MA)

ED 161 729 SE 025 194

Schacher, Susan

Hypatia's Sisters: Biographies of Women Scientists - Past and Present.

Feminists Northwest, Seattle, Wash.

Pub Date-76

Note-77p.; Portions of or the entire page of pages 6, 11, 19, 60-61 have been removed due to copyright restrictions; Not available in hard copy due to copyright restrictions

Available from-Feminists Northwest, 5038 Nicklas Pl., N.E., Seattle, WA 98105 (free)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Biographies, *Females, Feminism, *Role Models, Science Education, *Science History, *Scientists, Womens Education, Womens Studies, Working Women

This booklet gives two- or three-page biographies of seventeen women scientists. They range in history from Agnodice (physician, 300 B.B.) to Jane Goodall (born 1934). In addition, brief sketches are given of twenty-three other women scientists. This anthology is intended to fill a need for curriculum materials and literature that provide positive role models of women as scientists. (BB)

ED 161 345 HE 010 571

Lunney, Gerald H.

The Condition of Kentucky's Independent Colleges, 1971-72 to 1975-76. AIR Forum Paper 1978.

Pub Date-May 78
Note-26p.; Paper presented at the annual Association for Institutional Research Forum (18th, Houston, Texas, May 21-25, 1978) ; Tables may be marginally legible
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-College Faculty, Community Colleges, Costs, Data Analysis, *Educational Finance, *Expenditures, *Financial Problems, Higher Education, *Income, Institutional Research, Loan Repayment, Operating Expenses, *Private Colleges, Retrenchment, *School Funds, School Surveys, State Surveys, State Universities, Student Financial Aid, Trend Analysis
Identifiers-*Kentucky

The financial condition of independent colleges of Kentucky and eight state universities and the community colleges taken as a unit were studied. Data for the five-year study period 1971-72 to 1975-76 was obtained from forms of the Higher Education General Information Survey (HEGIS) and reports of the Kentucky Council on Higher Education and the Council of Independent Kentucky Colleges and Universities. The overall income-expenditure balance sheet over the period was analyzed using HEGIS reports. Examinations were made of several specific components of the financial problem, including personnel costs, maintenance, indebtedness, student financial aid, and energy cost. The ways in which the 20 member institutions are attempting to cope with the problems are discussed. It is concluded that some mechanism is needed that would increase the confidence of the independent colleges that their enrollments would be stable or would experience some small growth. Such confidence would enable them to do the long range planning that would increase their financial flexibility and assure their future service to the citizens. Statistical data are presented and a detailed analysis of certain income and expenditure data is presented. (SW)

ED 161 366 HE 010 597

Assimopoulos, Nadia Belanger, Charles H.
Interdisciplinarity: Policies and Practices. AIR Forum Paper 1978.
Montreal Univ. (Quebec).
Pub Date-May 78
Note-17p.; Paper presented at the annual Association for Institutional Research Forum (18th, Houston, Texas, May 21-25, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Academic Standards, College Majors, College Students, *Core Courses, *Curriculum Design, *Degree Requirements, *Elective Courses, Foreign Countries, Higher Education, *Institutional Research, *Interdisciplinary Approach, Research Projects, Student Reaction

Interdisciplinary policies and practices at the University of Montreal were studied to determine their effectiveness. The three study objectives were to: (1) determine the magnitude of the range set up by the department degree structure to give student majors an opportunity to take courses outside their basic discipline; (2) assess the degree of students' responsiveness to utilize course offerings outside their basic discipline; and (3) measure the ability of departments to attract students from related and foreign disciplines. The degree program structures of selected disciplines were analyzed over a three-year period. The magnitude of the range allowing for course work outside a student's area of concentration remained stable in most cases. Multidisciplinarity, or the potential utilization of various disciplines, is common at the University. Theoretical degree program structures welcome breadth through optional courses and electives, but depth prevails in most of the students' major curricula. It is concluded that multidisciplinarity is desirable to restrain curricular duplication and parochialism, but its limitations make it nonviable as a means to assure basic broad knowledge in the major forms of intellectual discourse. Minimum standards for breadth and maximum standards for depth need to be set in order to assure a basic understanding of knowledge acquisition in main branches of study and to guard against the dangers of overspecialization. An autonomous faculty group should be formed to represent interdisciplinary interests and to defend them politically. (SW)

ED 161 427 IR 006 371

Texas State Library: Library Services and Construction Act. Annual Report, FFY 1977.

Texas State Library, Austin. Dept. of Library Development.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-77
Note-548p.; For related document, see ED 142 237 ; Parts of document may not reproduce clearly due to marginal legibility
EDRS Price MF-$1.00 Plus Postage. HC Not Available from EDRS.
Descriptors-*Annual Reports, Budgets, Grants, Institutionalized Persons, Library Cooperation, Library Expenditures, Library Networks, *Library Programs, Library Services, Projects, Public Libraries, *State Libraries, Tables (Data)
Identifiers-*Library Services and Construction Act, *Texas

Texas State Library activities for 1977 which were funded under the Library Services and Construction Act (LSCA) are reported, including administrative expenses for LSCA; administrative tape conversion to duplicate books recorded on open reel tapes to cassettes for use by the blind; continuing education and consulting for librarians; special purposes grants for collection enrichment, consulting and continuing education, public relations, resource sharing projects, and a reference back-up service in public libraries throughout the state; public library establishment and reorganization for three libraries Coke County, Franklin County, and Cameron County; library services for the blind and other physically handicapped; public library service to state institutions nursing homes, hospitals, and prisons; Texas reading club; video networking; major resource center bibliographic networking; centralized acquisitions for state institutions; and demonstrations of inter-library cooperation. Individual summaries of these projects include goals and objectives; needs assessment; program description; findings; and a copy of the HEW Project Report form. Annual expenditures and worksheets for LSCA for 1977 and for the 1976 transitional quarter are also included. (Author/MBR)

ED 161 512 PS 009 913

Takanishi, Ruby

Evaluation of Early Childhood Programs: Toward a Developmental Perspective.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency-National Academy of Education, Syracuse, N.Y.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date-78

Note-51p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Behavior Theories, *Child Development, *Developmental Psychology, *Early Childhood Education, Educational Theories, *Models, Program Effectiveness, *Program Evaluation

This paper presents a rationale for taking a developmental perspective towards evaluation of early childhood programs and contrasts two models of development (organismic and mechanistic) with regard to evaluation and developmental issues. Examination of theoretical differences between the organismic model (which assumes an active organism) and mechanistic model (which assumes a reactive organism) suggests that a developmental perspective: (1) implies that behavioral observations must be analyzed with respect to their meaning in context; (2) raises the question of the meaningfulness of educational testing situations; (3) is important in the conceptualization of development in early childhood programs; and (4) leads to a shift away from a preoccupation with criterion performance to a concern with the processes underlying performance. A developmental perspective also emphasizes: changes in cognitive structures rather than behavioral change per se; discontinuity rather than continuity of change; reciprocal causality between organism and environment rather than unidirectional causality of environment on organism; and organized complexity rather than linear causality in change. The implications of these model features for assessing program effectiveness are discussed. The rationale presented for working toward a developmental perspective in evaluation highlights the involvement of participants in understanding program development, adult (staff and parent) development, and child development. (JMB)

ED 161 569 RC 010 745

Wurster, Stanley R.

Ft. McDowell Indian Community Preschool Program.

Pub Date-Jun 78
Note-18p.; For related document, see ED 145 982
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*American Indians, *Community Schools, Cultural Awareness, Cultural Background, Cultural Education, *Early Childhood Education, Emotional Development, Family Counseling, Motor Development, Parent Attitudes, *Parent Education, Parent Participation, *Preschool Education, *Program Evaluation, Skill Development, Social Experience
Identifiers-Fort McDowell Indian Reservation AZ, Yavapai (Tribe)

A two-class preschool program for two to six year old Yavapai children was developed by the Ft. McDowell Indian Community to include activities and experiences to meet the special educational needs of youngsters on the Fort McDowell Indian Reservation, Arizona. The five program components included: (1) classroom and training activity to promote each child's maximum development in all areas of intellectual, social, physical, and emotional functioning; (2) Outreach to Parents'' to encourage parental participation in classes as aides as well as in regular education classes for parents; (3) family counseling; (4) involvement of tribal elders and historians to teach tribal origins, customs, and history; and (5) development of a culturally relevant curriculum by parents and staff. During the third year of the program 22 children participated in the preschool program (14 in pre-kindergarten and 8 in kindergarten). Analyses of findings from various pre and post testings indicated that the project was effective in contributing to such skill areas as social readiness, motor, language, and social relations. There was insufficient data to access the project's effectiveness in modifying parents' attitudes toward child rearing practices. (DS)

Tafoya, Dennis W. Combs, Boyd G.
Robeson County Compensatory Indian Education Project. Project Evaluation and Final Report.
North Carolina Univ., Chapel Hill. Center for Human Communication Research.
Spons Agency-Office of Education (DHEW), Washington, D.C.; Robeson County Compensatory Indian Education Project, Lumberton, N.C.
Pub Date-Jul 78
Grant-OE-78-0358-A
Note-40p.; Pages 4, 7-10, 12-13, and 15 may not reproduce well due to small print size of original
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*American Indians, *Compensatory Education Programs, Counseling Services, Educational Needs, *Educational Programs, Elementary Secondary Education, Evaluation Methods, Federal Aid, Handicrafts, Nonreservation American Indians, Parent School Relationship, Performance Factors, Program Administration, Program Content, Program Descriptions, *Program Development, *Program Evaluation, Resource Allocations, School Health Services, Surveys, Tutorial Programs
Identifiers-American Indian Studies, *Lumbee (Tribe), *North Carolina (Robeson County)

Built around a 1977 needs assessment which sampled 65% of the county Indian population, the Robeson County Title IV-A Compensatory Indian Education Project was structured into four categories of objectives: (1) Student Classroom Performance to increase academic performance; (2) Program Management and Maintenance to involve parents, educators and local administrators; (3) Program Development to structure cultural programs for the participants; and (4) Service to meet medical, dental, or counseling needs. Evaluation questionnaires were distributed in the Spring of 1978. Although remedial and accelerated learning programs in the Classroom Performance category were generally successful, they were not highly ranked. Responses on both the Program Management and Development objectives showed the more successful programs to be those aimed at developing an awareness of Indian culture; counseling programs were considered least successful. Medical and dental services ranked highest of the Service program objectives. Considered to be the top five programs were (1) medical and dental services; (2) classes in Indian arts and crafts; (3) art; (4) music; and (5) tutorial reading. Of the 1,937 participants surveyed, 92.1 percent felt the programs they participated in were of benefit. (DS)

ED 161 838 SP 013 210

Smith, Gary R.

Estimating the Number of Newly Certified Teachers Who Do Not Enter Teaching in Michigan Public Schools.

Pub Date-Aug 77

Note-23p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Beginning Teachers, *Employment Patterns, *Employment Statistics, Employment Trends, Job Market, Public Schools, *Statistical Analysis, Statistical Studies, Teacher Employment, *Teacher Supply and Demand

Identifiers-Michigan

The purpose of this study was to provide an empirical estimate of the number of newly certified teachers in Michigan who did not enter teaching in the year in which they were initially certified and also to estimate the time this group remained active in seeking teaching positions. The study was limited by lack of data on private school teacher employment and missing data for 1971-72. Computer tape records and Professional Personnel Register tapes from the Michigan Department of Education provided data on certification type, date of certification, recommending institution, social security number, teaching level, school district, and similar professional data. Analysis of the data showed that at least 30 percent of the newly certified teachers voluntarily chose not to enter public school teaching in the same year in which they were initially certified. The data also indicated that a substantial number of Michigan graduates continue to seek employment as teachers for two years after certification. (DS)

ED 161 325 HE 010 536

Oversight Hearing on Facility Construction Needs in Puerto Rico. Hearing Before the Subcommittee on Postsecondary Education of the Committee on Education and Labor, House of Representatives, Ninety-Fifth Congress, Second Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date-78

Note-114p.; Hearing held in San Juan, Puerto Rico, March 4, 1978 ; Not available in hard copy due to marginal legibility

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*College Buildings, *Construction Needs, *Educational Facilities, Educational Finance, Enrollment Trends, Federal Government, Government Role, *Hearings, Higher Education, Physical Facilities, *School Construction, *School Funds

Identifiers-*Puerto Rico

Testimonies are presented from representatives of colleges and universities of Puerto Rico on the need for construction and reconstruction funds for academic facilities in the Commonwealth. Legislation under the subcommittee's jurisdiction and background information are cited. Descriptive information on the Commonwealth and its universities is presented. Appendices include supporting information on the need for physical facilities at the University of Puerto Rico, data on enrollment, the economic condition of higher education, and estimated facility needs for 1975 and 1980. Data is provided on a number of colleges and universities. (SW)

Clark, David H.

Rate of Return to Southern Maine and Northern Maine Vocational Technical Institutes. AIR Forum Paper 1978.

Pub Date-May 78

Note-20p.; Paper presented at the annual Association for Institutional Research Forum (18th, Houston, Texas, May 21-25, 1978); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Cost Effectiveness, *Economic Research, Educational Accountability, *Educational Economics, Followup Studies, Graduate Surveys, Institutional Research, Labor Market, *Measurement Techniques, Planning, Postsecondary Education, Research Projects, State Aid, *Technical Institutes

Identifiers-*Financial Benefits, *Maine, Rate of Return, States (Geopolitical Regions)

Rates of return to state investments for two of Maine's post-secondary vocational technical institutes are presented. Southern Maine Vocational Technical Institute showed a rate of return to the state economy of 12 percent; Northern Maine Vocational Technical Institute, 2 percent. The usefulness of rate of return analysis as a planning tool or as a method of accountability is discussed, since any school teaching occupational skills needs to be evaluated as to its effectiveness and efficiency in meeting that objective. A complete test must include (1) how well graduates fare in labor markets and (2) the cost of producing those graduates with those skills. In these respects rate of return compares very favorably with other instruments for planning or accountability. The technique does bring important information to a manager of educational resources. (Author/LBH)

ED 161 493 JC 780 572

Breen, Edward F. Freeman, Nancy

An Appraisal of the Industrial Cooperative Education Program Based on Responses from Students and Employers.

Macomb County Community Coll., Warren, Mich.

Pub Date-14 Nov 78

Note-105p.; The second printing of a document originally dated October 14, 1977

EDRS Price MF-$0.83 HC-$8.01 Plus Postage.

Descriptors-Academic Achievement, Academic Aspiration, Community Colleges, *Cooperative Education, Employer Attitudes, Employment, Followup Studies, Income, *Junior Colleges, *Occupational Surveys, Participant Satisfaction, Relevance (Education), Technical Education, *Vocational Education, Work Experience

The objective of this study was to appraise Macomb County Community College's (MCCC) industrial cooperative education program. Students enrolled in design and mechanical technology from 1970 to 1975, who either participated in the co-op program (N 252) or did not (N 274), and their employers (N 45) responded to the questionnaires. Information was gathered in the following areas: current job status; salary; method of obtaining employment; work experience previous to college training; reasons for attending MCCC; education since leaving MCCC; four-year college attended; rating of the educational program and of the cooperative education experience; and suggestions and comments. Results showed that 65% of the co-op respondents were employed in program-related full-time jobs. The co-op group was more likely to use college services when seeking employment. Only 3.57% of the co-op group was unemployed as compared to 6.5% of the non co-op group. Sixty-seven percent of the co-op group graduated from MCCC as compared to 39% of the non co-op group. Non co-op group respondents reported earning higher salaries. The employers who responded indicated a favorable rating of the employees trained at MCCC and they perceived those with co-op experience as more efficient and able to learn more quickly. Respondent comments, the survey instruments, and a bibliography are appended. (MB)

Karnes, Merle B. Strong, Paula Sabatino
Nurturing Creative Talent in Early Childhood.
Illinois Univ., Urbana. Inst. for Child Behavior and Development.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Sep 78
Grant-OEG-00-75-00232
Note-23p.; For related documents, see PS 010 120, PS 010 146, PS 010 150-53, and PS 010 155-57
Available from-Publications Office, Institute for Child Behavior and Development, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog No. 1403.008, $2.50)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Classroom Environment, *Creative Development, Creative Expression, Creativity, Educational Diagnosis, *Gifted, *Handicapped Children, Instructional Materials, Learning Activities, Originality, Preschool Education, *Talent Development, *Teaching Guides, Teaching Methods
Identifiers-*RAPYHT Project

This teaching guide suggests practical ideas for encouraging creative talent in preschool children. It is part of a series of similar guides developed by the RAPYHT Project (Retrieval and Acceleration of Promising Young Handicapped and Talented) for educating young gifted/talented handicapped children and gifted children with no handicaps. The guide focuses on both subjective and objective forms (process and product) of creativity, and offers suggestions and activities for developing a classroom atmosphere which encourages such creativity. A list of characteristics which indicate that a child is learning in a creative way, or expressing exceptional creativity, is followed by suggestions on how a teacher can foster a creative atmosphere in the classroom. A description of classroom equipment for creative learning is included. The final section presents specific goal areas and classroom activities to increase creative learning and production. The following goal areas are established: (1) increasing productive uses of fantasy and creations; (2) increasing story telling skills; (3) increasing expressive elaboration; (4) increasing production of original or unusual ideas; (5) increasing fluent production of ideas; and (6) increasing flexibility in thinking. An annotated list of resources is provided. (CM)

ED 161 622 RC 010 904

SCDC Spanish Curricula Units. Language Arts Strand, Unit 9, Grade 3, Supplement & Ditto Packet.

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Spanish Curricula Development Center, Miami Beach, Fla.

Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.

Pub Date-77

Note-339p.; Not available in hard copy due to sideways reading material; For related document, see RC 010 903

Available from-Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752 (Order No. 252-2, $4.50; readers $0.25 each)

Language-Spanish; English

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Bilingual Education, *Childrens Literature, Communication (Thought Transfer), Cultural Education, Elementary Education, Grade 3, Instructional Aids, Instructional Materials, *Language Arts, Language Experience Approach, Learning Activities, Learning Modules, Primary Education, Reading Instruction, Reading Materials, Spanish, *Spanish Speaking, Spiral Curriculum, Student Evaluation, *Visual Aids, Vocabulary Development, *Worksheets, Writing Exercises

Identifiers-Ditto Masters

Two readers, supplementary illustrations, and a ditto pack constitute this supplement to unit nine's language arts for third graders. Visual aids and materials for both seatwork for students and for class activities are presented; the teacher's guide to the unit provides the timetable for presentation. Kits 33 and 34 are based on the reader Relatos de Nuestra Tierra,'' and kits 35 and 36 use the reader Cuentos y Leyendas.'' Supplement illustrations relate to the stories and are used to help stimulate oral language and conceptual development. The concept of communications appears repeatedly in the unit activities with depictions of such communication forms as sign language, smoke signals, drums, whistles, and alarms. Pictures of sailboats, christmas trees, etc., show how pictures themselves can send messages. Other activities are based on the different forms of written communication. Written exercises in the ditto packet are used for such activities as ordering story events, completing stories, and answering questions related to readings; these are intended for presentation under supervision rather than as independent tasks. Language on all materials for classroom use is in Spanish while brief introductions to the supplement and ditto packet are in Spanish and English. (DS)

ED 161 639 RC 010 921

SCDC Spanish Curricula Units. Fine Arts, Unit 4, Grade Two, Teacher's Guide.

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Spanish Curricula Development Center, Miami Beach, Fla.

Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.
Pub Date-77
Note-232p.; Not available in hard copy due to sideways reading material; For related document, see RC 010 922
Available from-Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752 (Order No. 172-0, $4.50)
Language-Spanish; English
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Aesthetic Education, Aural Learning, *Bilingual Education, Cultural Education, Enrichment Activities, *Fine Arts, Grade 2, Instructional Materials, *Learning Activities, Learning Modules, Music Activities, Musical Instruments, *Music Education, Primary Education, Singing, Spanish, *Spanish Speaking, Spiral Curriculum, Student Evaluation, *Teaching Guides, Vocal Music

Fine Arts for second graders are explored in the instructional and assessment activities in this teacher's guide to unit four. Unit four revolves around the basic theme of the neighborhood. Kits 13-16 treat the spiraling questions of who the child is, what his wants and needs are, what his resources are, and how he uses his resources. Focus, materials and objective for each activity are in Spanish and English, with teacher instructions in Spanish only. Words and music for about 18 songs are provided; recordings of vocal and instrumental selections can be heard on Cassette 13-16 (available separately from the Dissemination Center). Students sing the songs, relate their texts to social studies themes, and study specific music concepts featured in each song. Dancing, drawings, discussion and work with percussion instruments are also among the activities. Areas of study include the expressive qualities of music; rhythm patterns and their relationship to the tempo and character of music; the musical elements of form, pitch, timbre, mood and appreciation; and the intonation and dynamic levels of vocal interpretation. Assessment activities determine how much knowledge the children have acquired in the instructional activities and what areas need reinforcement. (DS)

ED 161 657 RC 010 948

SCDC Spanish Curricula Units. Language Arts Strand, Unit 8, Grade 3, Supplement & Ditto Packet.

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Spanish Curricula Development Center, Miami Beach, Fla.

Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.

Pub Date-76

Note-342p.; Not available in hard copy due to sideways reading material; For related document, see RC 010 947

Available from-Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752 (Order No. 234-4, $4.50; readers $0.25 each)

Language-Spanish; English

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Bilingual Education, Biographies, *Childrens Literature, Fables, Grade 3, Grammar, Haiku, Instructional Aids, Instructional Materials, *Language Arts, Language Variation, Learning Activities, Mexican Americans, Poetry, Primary Education, Puerto Ricans, Spanish, *Spanish Speaking, *Visual Aids, *Worksheets, Writing Exercises

Identifiers-Ditto Masters

Visual aids and worksheets designed for use with unit eight of a language arts strand for Spanish-speaking students in grade three are included in this packet, along with two small illustrated readers for students. These instructional aids are to help the teacher carry out learning and assessment activities found in the teacher's guide for kits 29-32, each of which is designed for a two to three-week teaching period. Timetable for use of the materials appears in the guide. Illustrated literature in the pupil readers includes a fable, mystery story, Haiku verses, a story describing the water cycle, a traditional poem, and biographies of Roberto Clemente, Lidia Diaz Cruz, and Armando Rodriguez. Instructional aids are to help in reading, language analysis, and creative expression activities. Ditto masters are for making multiple copies of visuals and sheets for individual seatwork. The materials encompass activities which pertain to use of the readers; Cuban, Mexican, and Puerto Rican linguistic variation; occupations; dictionary skills; contributions from different ethnic communities; nonverbal communication; parts of a letter; and basic grammar. All classroom materials are in Spanish (RS)

ED 161 704 SE 025 158

Kobelin, Joel

Report on the Development of a Close Range Photogrammetry (CRP) Educational Technician Program (Museum and Archive Use).

Pub Date-78
Note-21p.; Contains occasional light and broken type
Available from-Dr. Joel Kobelin, Miami-Dade Community College, North Campus, 11380 N.W. 27th Ave., Miami, Florida 33167 (no price quoted)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Curriculum Development, Higher Education, Junior Colleges, *Photography, Science Education, *Technical Education, *Visual Arts
Identifiers-*Photogrammetry

A close range photogrammetry (CRP) technician training program was developed at Miami-Dade Community College and used to teach the technology to 16 students. Although the results of the study show that it is possible to teach CRP in a two-year program, the technology is too new in the United States to support a sustaining educational program. The syllabus of the courses is outlined. (BB)

ED 161 797 SO 011 257

Baines, James And Others

The Peace Paradigm Global Education Associates, East Orange, N.J.

Note-30p.; For related documents, see SO 011 258-259

Available from-Global Education Associates, 552 Park Avenue, East Orange, New Jersey 07017 ($1.50, paper cover)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Civil Liberties, Developed Nations, Developing Nations, Foreign Policy, *Global Approach, Higher Education, *Housing, *Hunger, Individual Power, *International Relations, Justice, Moral Values, *National Defense, Peace, Quality of Life, Relationship, Secondary Education, Social Problems, World Affairs, *World Problems

This document is comprised of four papers which explore issues related to world order. The volume is intended to increase understanding of the linkages between local and global issues, and to examine them as interrelated issues in an interdependent world. The first paper, The Peace Paradigm,'' explores recent changes in social and political attitudes from a power orientation, characterized by independence and domination, to a peace orientation, characterized by interdependence. The second paper, Housing and World Order,'' explains how the present high cost of housing in the United States is related to inflation and increased defense spending. In order to change the trend in housing costs, changes in national security needs must be made on a global scale. The third paper, Hunger and World Order,'' relates how countries give top priority to mobilization for national security at the expense of feeding their undernourished populations. Monies and resources are spent on maintaining a balance of weapons and payments, not on providing adequate food. The fourth paper, Hunger and World Order. Shaping a Moral Vision,'' encourages people to become individually involved in eliminating hunger because the world hunger issue is not one of charity but of social justice. (AV)

ED 161 816 SO 011 293

Herz, Martin F.

How the Cold War is Taught: Six American History Textbooks Examined.

Georgetown Univ., Washington, D.C. Ethics and Public Policy Center.
Pub Date-78
Note-82p.
Available from-Ernest W. Lefever, Director, Ethics and Public Policy Center, 1211 Connecticut Avenue, N.W., Washington, D.C. 20036 ($3.00 paper copy, 10 or more 30% discount)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Comparative Analysis, Foreign Policy, History, *History Instruction, *International Relations, Secondary Education, Social Studies, Teaching Techniques, Textbook Content, *Textbook Evaluation, World Problems
Identifiers-*Cold War

This booklet is a comparative analysis of how six high school history textbooks present events and issues related to the Cold War. The texts are History of a Free People'' (Macmillan, 1973), Rise of the American Nation'' (Harcourt, Brace, Jovanovich, 1977), The American Experience'' (Addison-Wesley, 1975), A New History of the United States An Inquiry Approach'' (Holt, Rinehart and Winston, 1975), The People Make a Nation'' (Allyn and Bacon, 1975), and Discovering American History'' (Holt, Rinehart and Winston, 1974). Chapter I reviews reasons for teaching about the Cold War, problems of bias, teaching approaches, and the process of selection and analysis of the six textbooks. Chapter II, which comprises the body of the study, is a non-critical comparative analysis of the texts' presentation of 16 topics related to the Cold War. Included among the topics are origin and meaning of the Cold War, Yalta agreements and their aftermath, U.S. policy of containment, the Truman Doctrine, the United Nations and the Cold War, the Korean War, McCarthy and anti-Communism, Castro's rise to power, Bay of Pigs, Cuban Missile Crisis, and U.S. involvement in Vietnam. Chapter III presents concluding observations about the texts' accuracy, scope, balance, fairness, and teaching approaches. Conclusions are that inaccuracy is not a major problem and that none of the texts give an overly favorable view of U.S. foreign policy. Also, use of the inquiry approach seems to be ill-suited to teaching the complicated chain of events which comprise the Cold War. (AV)

ED 161 474 JC 780 549

Student Enrollment Patterns, 1972-77: A Report Presenting the Enrollment Patterns of Full- and Part-time Students by Entering Class.

Mercer County Community Coll., Trenton, N.J.
Pub Date-Feb 78
Note-71p.; Charts in document may not reproduce clearly due to small type and marginal legibility
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*College Majors, Community Colleges, Dropouts, Enrollment, Enrollment Rate, *Enrollment Trends, Expulsion, Graduates, Information Systems, Institutional Research, *Junior Colleges, Junior College Students, Part Time Students, *Persistence, School Holding Power, Transfer Students
Identifiers-Stopouts

To understand patterns of student enrollment, particularly with regard to student attrition, Mercer County Community College developed a computerized information tracking system which monitors enrollment for each semester's entering class, both full- and part-time, for a period of six semesters. This report details enrollment patterns for fall 1969 through fall 1977 according to designated patterns of return, graduation, readmittance, persistence by curriculum and curricular groupings, and change of academic program. Findings reveal a shift from slightly larger numbers of full-time fall entrants before 1974 to an increasingly larger number of part-time fall entrants up to fall 1977; the spring part-time enrollments had been larger than full-time since 1972. The return rate after one semester peaked in 1974 for fall entrants, both full- and part-time, and in 1973 for spring full-time entrants; generally the return rates fluctuated only slightly for all categories and appear to have gained stability since the early 1970's. For transfer programs, career programs, certificate programs, and non-curricular programs, the non-return rate among full-time students entering fall 1976 was approximately 20%, with certificate programs having the highest rate of non-return and career programs the lowest. For part-time students, developmental programs had the highest non-return rate and career programs the lowest. Appendices contain definitions and full- and part-time persistence output for all years described. (MB)

ED 161 730 SE 025 196

Ideas for Strengthening Mathematics Skills.

New York State Education Dept., Albany. Bureau of General Education Curriculum Development.; State Univ. of New York, Albany.

Pub Date- 78

Note-42p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Algorithms, *Calculation, Elementary Education, *Elementary School Mathematics, Games, Instruction, *Learning Activities, Remedial Arithmetic, State Departments of Education, *Teaching Techniques

Identifiers-*Calculators, *Computation

An overview of some specific approaches which are valuable in strengthening mathematics skills is given. Chapter topics include: remediation, subtraction, money games, a visual sequence for teaching fractions, addition, multiplication, grid paper computation, mathematical reading skills, and the calculator in remedial mathematics. (MP)

ED 161 755 SE 025 245

Kozlow, Michael James

A Meta-Analysis of Selected Advance Organizer Research Reports from 1960-1977.

Pub Date-78

Note-306p.; Ph.D. Dissertation, The Ohio State University; Contains marginal legibility in Appendix G

EDRS Price MF-$0.83 HC-$16.73 Plus Postage.

Descriptors-*Advance Organizers, *Doctoral Theses, Educational Psychology, *Educational Research, Literature Reviews, Mathematics Education, *Research Methodology, Science Education

Identifiers-Ausubel, *Meta analysis

The purpose of this meta-analysis of 77 advance organizer research reports was to identify characteristics of the experimental settings and materials that had relationships with the treatment effects obtained through the use of advance organizers. The dependent variables used to represent the treatment effects were the t-statistic for the difference between means and the probability level of significance. The independent variables described characteristics of the sample, treatment administration conditions, type of subject matter, quality of the research procedures, and characteristics of the AO and learning materials. The distribution of the computed t-statistics indicated a tendency for AOs to show facilitative effects. The following conclusions were based on the correlations between independent and dependent variables. Some of the reported facilitative effects of AOs may have been due to the possible contribution of the AO alone to answering the test questions or to an inequality of study time for the treatment groups. Student inability to understand the AO information may account for some of the non-significant findings. Comparative AOs may be more effective than expository ones. AOs may be more effective for classificational concepts and for students at higher grade levels. A list of guidelines for future AO research is included. (JK)

ED 161 861 SP 013 280

Main, John, Ed.
The Elderly: Teacher's Manual. Value Reasoning Series.
Ontario Inst. for Studies in Education, Toronto.
Pub Date-78
Note-35p.; For related document, see SP 013 281
Available from-The Ontario Institute for Studies in Education, 285 Bloor Street West, Toronto, Canada M5S 1V6 ($3.50)
Document Not Available from EDRS.
Descriptors-*Educational Gerontology, *Moral Values, *Older Adults, *Social Attitudes, Stereotypes, Student Attitudes

The complex moral issues of dealing with elderly people are delineated in this manual for teachers responsible for changing the attitudes of young people toward this subject. Six major themes are considered: (1) attitudes toward the elderly; (2) the elderly in our society; (3) problems of the elderly; (4) the elderly and the work force; (5) the elderly in other societies; and (6) positive outlooks for the elderly. (JD)

ED 161 307 HE 010 421

Eggert, John D.

Characteristics of SUN Learners (First and Second Offering). Statistical Summary No. 1.

University of Mid-America, Lincoln, Nebr.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Sep 75
Contract-NIE-G-75-001
Note-36p.; For related documents see HE 010 410 - HE 010 428
Available from-Office of Public Affairs and Information Services, UniversitV of Mid-America, Box 82006, Lincoln, Nebraska 68501
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Adult Education, *Adult Students, Age, Aspiration, Delivery Systems, Educational Television, Females, Higher Education, Institutional Research, *Nontraditional Students, Open Enrollment, Research Projects, School Surveys, Statistical Data, *Student Characteristics, Telecourses, *Television Research
Identifiers-*State University of Nebraska, University of Mid America NE

Learners enrolled in multimedia courses offered by the State University of Nebraska (SUN) during its fall 1974 and spring 1975 offerings are described. This report consists of four sections. The first provides an overview of the courses Accounting I, Introductory Psychology, Making It Count (Computers), and Consumer Experience. The second section outlines the sources of the statistical data in this report, the registration form and the Student Information Questionnaire. In the third section it is noted that the learners were quite similar with a few exceptions. Most were women, many had some formal educational experiences, were in their thirties, and were married with children. Statistical data on enrolled learners are presented in the fourth section, in tabular form with short commentaries. Tables are provided on: mean age; distribution of sexes; marital status; family status; annual income; size of town resided in; percentage of homemakers; highest level of education completed; last educational experience; students previously enrolled in SUN's first offering; degree aspirations; three most important goals; and greatest concern. (LHB)

ED 161 406 IR 006 119

Casey, Joseph And Others
A Study of Library Cooperatives, Networks and Demonstration Projects. Final Report. Volume II: Case Study Reports: Twelve Projects Supported by the HEA II-B Library Research and Demonstration Program and LSCA III Multitype Library Cooperation and Networking in Ten States.
Applied Management Sciences, Inc., Silver Spring, Md.
Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.
Pub Date-31 Mar 78
Contract-300-76-0464
Note-441p.; For related document, see IR 006 118
EDRS Price MF-$0.83 HC-$23.43 Plus Postage.
Descriptors-*Case Studies, *Demonstration Projects, *Interagency Cooperation, *Libraries, Library Education, *Library Networks, Library Programs, Library Services, Needs Assessment, On Line Systems, Professional Continuing Education, Referral, Reports, Shared Services
Identifiers-*Higher Education Act, *Library Services and Construction Act

Case studies describing programs funded under the Library Research and Demonstration Component (II-B) of the Higher Education Act (HEA), and Title III of the Library Services and Construction Act (LSCA) are included. The awarding of grants, and contracts to support research and demonstrations for improving library and information sciences, education in information science and librarianship, and disseminating information derived from the program is authorized under the HEA II-B. Twelve projects responding to this program's emphases are described, including these four case studies: (1) a demonstration of how schools and public libraries reverse illiteracy; (2) interrelated library and basic education programs for disadvantaged adults; (3) the development of a computerized regional library system (OCLC); and (4) the development of strategies for dealing with information needs of urban residents. Title III of LSCA provides funds for support and expansion of statewide networks, local library cooperatives, and participation in multistate networks. Programs in Alaska, California, Minnesota, Mississippi, New Hampshire, New York, Rhode Island, Texas, and Virginia are included. Each describes state library development; management at the state level; impact of federal and state requirements and controls; use of funds; state membership in interstate and multistate networks; program strengths and weaknesses; future directions; and detailed descriptions of the projects. (Author/MBR)

ED 161 428 IR 006 374

Haywood, C. Robert
The Doing of History: A Practical Use of the Library-College Concept.
Pub Date-78
Note-132p.
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-Bibliographies, *Case Studies (Education), Changing Attitudes, *Educational Theories, History, Learning, *Library Role, *Teaching Methods
Identifiers-*Library College

Discussion of the Library-College teaching concept and several case studies demonstrating its application in the teaching of history are provided. This book focuses on the first of the four building blocks on which the Library-College method is developed; it deals with ideas which justify, or prove, the Library-College concept in a philosophical way. Here one deals with the major and minor premises of the idea, the reasons for its goals, and why these goals seem valid in human terms. These ideas are developed through several accounts of how teachers have implemented the Library-College. Each approach is entirely different but all lead to the same result: the student learns by doing. The library becomes the laboratory where students gain hands-on experience. They become involved in the making of history, in this way viewing history as something that is on-going, not completed, to be looked back upon. With the use of this concept, history as a field of study may be rejuvenated, reversing the trends of the past decade. (MBR)

ED 161 452 IR 006 618

Katz, Sheldon F.
Bloodied and Beaten, Perhaps, But the Printed Word Lives.
Pub Date-77
Note-10p.; For related document, see IR 006 619
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Audiovisual Aids, *Elementary School Teachers, Literacy, *Reading, *Secondary School Teachers, *Teaching Techniques, Visual Literacy

The printed word is now only part of education, yet society presents a paradox to the classroom teacher by offering many attractive alternatives to reading while demanding "back to basics." Children no longer are obliged to read for enjoyment or entertainment as long as television is easily available. Parents should start taking responsibility for children using the printed word, and teachers should be willing to acknowledge the presence of media in the classroom. Several projects through which teachers can motivate reading skills while incorporating media include: (1) cutting pictures from newspapers and magazines to represent a plot line, (2) making slide presentations of that same plot line (this can be accomplished with or without a camera), and (3) making movies adapted from favorite novels. Television in the classroom can also be made into a creative experience. Through filmstrips produced in class, students have produced book reports, taught grammar to peer groups, given step by step scientific revelations, and shown how-to-do-it in math. (JEG)

Tennov, Dorothy

Managing Children's Behavior for Any and Everyone Faced with the Task: A Training Manual for Behavior Assistants and Mediators.

Pub Date-76
Note-80p.
EDRS Price MF-$0.83 HC-$4.07 Plus Postage.
Descriptors-*Behavior Change, Behavior Problems, *Children, *Contingency Management, *Family Problems, *Intervention, *Operant Conditioning, Reinforcement

This training manual is designed to prepare behavior assistants to teach parents and other family members how to use operant conditioning techniques to solve family problems with children. Readers are warned not to attempt to put the recommended procedures to actual use until the text is fully comprehended. Chapter I gives arguments to justify the use of operant conditioning techniques within the family setting. Vicious and positive cycles of interactive events are described and punitiveness is distinguished from operant mediation. Chapter II details basic principles of operant mediation. The core concepts of operant conditioning are described and illustrated in non-technical language. Chapter III sequentially outlines and discusses elements of the mediation process. Referral behaviors are distinguished from focal behaviors. Mediator tasks include observing the focal person and the occurrence of focal behavior, keeping records, dispensing tokens, delivering back-up reinforcers, and evaluating the mediation. Further dimensions of the mediation such as selecting the in-family mediators, maintaining the difference between operant mediation and contractual management, and setting up the token system and the menu of back-up rewards, are discussed. In Chapter IV various parent arguments against the use of operant mediation are analyzed and solutions to parental objections are suggested. (RH)

ED 161 588 RC 010 819

SCDC Spanish Curricula Units. Science/Math Strand, Unit 3, Grade One, Supplement & Ditto Packet.

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Spanish Curricula Development Center, Miami Beach, Fla.
Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.
Pub Date-77
Note-130p.; Not available in hard copy due to sideways reading material; For related document, see RC 010 818
Available from-Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752 (Order No. 156-9, $3.00)
Language-Spanish; English
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Bilingual Education, Elementary School Mathematics, Elementary School Science, Grade 1, Instructional Aids, Instructional Materials, Learning Activities, *Mathematics Materials, Number Concepts, Primary Education, *Science Materials, *Spanish Speaking, Symmetry, Temperature, Time, *Visual Aids, *Worksheets
Identifiers-Ditto Masters

Instructional aids and ditto masters for unit three of a science/math curriculum in Spanish for first graders are included in this supplement and ditto packet. Encompassing kits 9-12, these materials are designed for use with learning activities referred to in the teacher's guide corresponding to this unit. Illustrations and materials for both group activities and seatwork by students are to aid in the teaching of numbers, days of the week, and months; telling time; recognizing symmetry in two- and three-dimensional figures; making a calendar; learning the value of a cent, nickel, dime, and quarter; and recording temperature changes on a Celsius thermometer. Some supplementary materials are to be cut out for manipulations by small groups or individuals, while others are to be used full size. The worksheets are to be presented under supervision rather than presented as independent tasks. Introductions to the supplement and ditto packet are in both English and Spanish. (RS)

ED 161 680 SE 024 994

Willson, Victor L. Garibaldi, Antoine M.

The Effect of Teacher Participation in NSF Institutes Upon Student Achievement. Research Paper No. 10. Revised Edition.

Minnesota Univ., Minneapolis. Coll. of Education.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date- 74
Grant-NSF-GW-6800
Note-20p.; For related documents, see SE 024 989-999 and ED 148 632-640; Contains occasional light and broken type
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Academic Achievement, *Educational Research, Inservice Education, *Institutes (Training Programs), Junior High Schools, Mathematics Education, *Mathematics Teachers, Science Education, *Science Teachers, Secondary Education, Secondary School Science, Student Teacher Relationship, *Teacher Education
Identifiers-Minnesota Research & Evaluation Project, *National Science Foundation, Research Reports

This research study investigated the effect of the participation of science and mathematics teachers in the National Science Foundation (NSF) Institutes upon the achievement of junior and senior high school students. A randomly selected group of junior and senior high school science teachers and randomly selected classes of theirs were administered achievement tests in science. Chi square and analysis of covariance (ANCOVA) were used to analyze the data. Participation in NSF Science Institutes and geographic regions were factors in a two-way ANCOVA. Class mean for achievement was the dependent variable and teacher achievement was the covariate. NSF participation was found to be a significant factor in student achievement for high school teachers but not for junior high school teachers. The study was replicated for mathematics teachers and classes and the same results were found. It was concluded that significance at the senior high school and nonsignificance at the junior high level may be due to the difference in subject matter taught and the population of students between the two levels. (Author/HM)

ED 161 779 SO 011 189

Toward a True Marriage Partnership.

Governor's Commission on the Status of Women, Madison, Wis.
Pub Date-Nov 76
Note-108p.; Copyrighted excerpts from a newspaper and a magazine on the back cover have been removed by ERIC; For a related document, see SO 011 188
Available from-Commission on the Status of Women, 30 West Mifflin, Room 210, Madison, Wisconsin 53703 ($1.00, paper cover)
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-*Discriminatory Attitudes (Social), Divorce, *Economic Disadvantagement, Economic Factors, Economic Status, Family (Sociological Unit), *Females, *Homemaking Skills, *Legal Problems, Legal Responsibility, Legislation, Life Style, *Marriage, Property Accounting, Property Appraisal, Sex Discrimination, Social Influences, Social Problems, Social Relations
Identifiers-Marital Problems, Marital Property

The booklet examines economic handicaps faced by homemakers and outlines a program for marital property reform. The document is presented in three chapters. Chapter I stresses the need for marital property reform by presenting case studies of situations in which a wife's contributions to a marriage were unrecompensed. Chapter II presents underlying assumptions of community property laws in various states. Topics discussed include problems in classifying property as community or separate; management and control of property; credits and debts; interpersonal contracts; dissolution of the community; problems encountered when couples move from state to state; and federal tax treatment of community property. Chapter III offers recommendations for classification of property in a model marital property system. Recommendations are that: (1) marital property should include all property, rents, and profits acquired by either or both spouses during marriage except property designated as separate; (2) separate property must be formally declared; (3) all property is presumed to be marital property unless proven to be separate property; and (4) all expenditures from separate assets for family use are to be considered as gifts. (DB)

ED 161 839 SP 013 212

Hopp, Joyce W. And Others

A Health Education Program for Parents and Children Who Exhibit High Risk Factors of Coronary Heart Disease.

Pub Date-Apr 78
Note-22p.; Paper presented at the Annual Convention of the American Association for Health, Physical Education, and Recreation (Kansas City, Missouri, April 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Behavior Change, Disease Control, Family Health, *Health Activities, *Health Education, *Health Programs, *Parent Child Relationship, Statistical Studies
Identifiers-*Heart Disease

This study demonstrated the feasibility of joint parent-child education to change the behaviors known to be associated with increased risk of coronary heart disease. Earlier studies have shown that parents who are at increased risk of coronary heart disease can be identified by studying certain factors in the children. Utilizing a combined risk index factor which included ponderal index, blood pressure, smoking habits, and serum cholesterol, the students in the 7th and 11th grades in the Yucaipa (California) School District were ranked according to risk. The families of the highest 60 children were then screened for the same factors; a baseline of physical fitness status was also obtained. An educational intervention consisting of classwork and practice in food preparation, cholesterol control, weight control, smoking cessation, and physical fitness was instituted for five months. Participants were post-tested for the original factors at the close of the series and again six months later. Results showed a significant improvement in the behaviors associated with increased risk and a consequent lowering of the factors themselves. Parents and children ranked family members as their chief source of support in achieving the desired behavior change, indicating that joint parent-child education increases the effectiveness of that education. (Author)

ED 161 570 RC 010 748

Hill, Nancy Vrechek Brown, E. Evan

Impact of Governmental Transfer Payments on Human Resource Development A Bibliography. SRDC Bibliography Series No. 8.

Southern Rural Development Center, State College, Miss.
Spons Agency-Cooperative State Research Service (DOA), Washington, D.C.
Pub Date-78
Note-169p.
Available from-Southern Rural Development Center, Box 5406, Mississippi State, Mississippi 39762 ($5.00)
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors-*Annotated Bibliographies, Child Welfare, Delivery Systems, Education, *Federal Aid, Guaranteed Income, Health Insurance, Health Personnel, Housing, *Human Development, *Human Resources, Indexes (Locaters), Low Income Groups, *Policy, Program Development, *Programs, Rural Development, Unemployment Insurance, Welfare Services
Identifiers-Aid to Families With Dependent Children, Social Security, *Transfer Payments

The information provided in the bibliography is about relief-giving through government agencies with programs whose transfers are readily apparent, i.e., either in the form of a direct cash transfer to individuals, a subsidy payment benefitting a well-defined individual or group, or those payments made to local governments or groups as a result of an application for specific funds. The total literature search provided over 5,000 citations; this number was sifted to the final 764 citations. Approximately eighty percent of the citations are accompanied by annotations. The references are mainly for the years 1969 to mid 1977 inclusive; a very limited number of citations prior to 1969 are included because of their particular significance. Most information will be of greatest use to the professional research person or to government agencies; the bulk of the material is found in professional journals and government publications. The bibliography is organized into six references sections, an author section, and a section with suggestions for cited materials. Section I includes eight subsections on different important transfer payment programs. Section II includes citations from major areas in the study of government transfers. Section III contains citations concerned in general with all types of direct transfer systems. Sections IV and V provide various kinds of assistance for the user. Section VI contains bibliographies found in the literature search. (BR).

ED 161 705 SE 025 159

Minicourses in Astrophysics, Modular Approach, Vol. I.

Illinois Univ., Chicago.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-77
Note-144p.; For related document, see SE 025 160; Contains occasional light and broken type
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-*Astronomy, *Curriculum Guides, Evolution, Graduate Study, *Higher Education, *Instructional Materials, Light, Mathematics, Nuclear Physics, *Physics, Radiation, Relativity, Science Education, *Short Courses, Space Sciences
Identifiers-*Astrophysics

This is the first volume of a two-volume minicourse in astrophysics. It contains chapters on the following topics: planetary atmospheres; X-ray astronomy; radio astrophysics; molecular astrophysics; and gamma-ray astrophysics. Each chapter gives much technical discussion, mathematical treatment, diagrams, and examples. References are included with each chapter. (BB)

ED 161 731 SE 025 197

National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Abstract.

National Field Research Center Inc., Iowa City, Iowa.
Spons Agency-Environmental Protection Agency, Washington, D. C.
Pub Date-78
Grant-EPA-T-900591
Note-52p.; For related documents, see SE 025 198-211; Photographs may not reproduce well
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Air Pollution Control, Curriculum, *Energy, Environmental Education, Graduate Study, *Higher Education, *National Surveys, Pesticides, *Postsecondary Education, *Program Descriptions, Radiation, Science Education, Waste Disposal, Water Pollution Control, *Water Resources
Identifiers-Solid Wastes, *Waste Water Treatment, Water Treatment

The material presented in this booklet represents a condensation of materials developed under the Post-Secondary Education Profile phase of the National Environmental/Energy Workforce Assessment. The final report of the study consisted of 16 volumes which are summarized. The following topics are covered: air, energy, noise, pesticides, potable water, radiation, solid waste, wastewater, composite, and the private sector. The sample study was designed to provide an overview of environmentally related post-secondary education programs, their program structure, representative course offerings, employment history of graduates, and the faculty structure. Information was also collected on program requirements and program projections. (Author/BB)

ED 161 862 SP 013 281

Main, John, Ed.

The Elderly (Student Book). Value Reasoning Series.

Ontario Inst. for Studies in Education, Toronto.

Pub Date-78

Note-38p.; For related document, see SP 013 280

Available from-The Ontario Institute for Studies in Education, 285 Bloor Street West, Toronto, Ontario, Canada M5S 1V6 ($2.50)

Document Not Available from EDRS.

Descriptors-*Educational Gerontology, Literature, Maturation, *Older Adults, Social Attitudes, Stereotypes, Student Attitudes

The attitudes, emotions, and problems of the elderly are presented in this manual. Activities for students enabling them to more closely emphathize with older adults are outlined. Poems, articles, and interviews are included to illuminate various aspects of aging. (JD)

Manning, Thurston E.

State Postsecondary Education Institutional Authorization and Oversight. A National Report and Inservice Education Program. Summary and Synthesis of the Conference.

Education Commission of the States, Denver, Colo.
Spons Agency-Kellogg Foundation, Battle Creek, Mich.; Office of Education (DHEW), Washington, D.C.
Pub Date-Sep 78
Note-19p.; Colorado Springs Invitational Seminar-Conference on State Postsecondary Education Institutional Authorization and Oversight (Colorado Springs, Colorado, July 21-25, 1978)
Available from-Inservice Education Program, Education Commission of the States, 1860 Lincoln St., Suite 300, Denver, Colorado80295
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Accreditation (Institutions), Administrative Organization, Conference Reports, Consumer Protection, Eligibility, Federal Aid, *Federal State Relationship, *Government Role, *Government School Relationship, Higher Education, Inservice Programs, Interinstitutional Cooperation, *Postsecondary Education, State Aid, State Colleges, *State Government, State Universities
Identifiers-American Institutes for Research

Highlights are presented on a seminar on state postsecondary education institutional authorization and oversight that was attended by 139 persons representing 38 states, the District of Columbia, Guam, and Puerto Rico. The central focus was the state role in authorizing institutions to operate and the oversight of such institutions as related to protection of educational consumers, eligibility for state and federal funds, and minimum integrity and quality control to avoid fraud and abuse. The relationship of state oversight activities to the federal government and to voluntary accrediting agencies was also examined. A report on State Oversight in Postsecondary Education by the American Institutes for Research (AIR) was discussed at the seminar. Recommendations of the AIR report and from the discussion groups are included. Appendices include comments from the work sessions, questions that were the basis for discussions, and the conference agenda. (SW)

ED 161 346 HE 010 572

Thompson, Fred

The Cost and Value of Marketing Analysis. AIR Forum Paper 1978.

Pub Date-May 78

Note-25p.; Paper presented at the annual Association for Institutional Research Forum (18th, Houston, Texas, May 21-25, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*College Planning, *Cost Effectiveness, *Data Analysis, *Decision Making, Educational Demand, Higher Education, *Institutional Research, *Marketing, Private Colleges, Research Projects, Resource Allocations, Universities

Identifiers-*Institutional Survival, Mitchell University NJ

Product-market planning is an inherently difficult practice. It aims at a match between consumer preference and institutional behavior. Unfortunately, consumer reactions to changes in institutional behavior are often highly uncertain. This paper assumes that institutional planners should neither ignore uncertainty nor seek to avoid all actions with uncertain outcomes. It is noted that institutional researchers need conceptual tools that will help them deal with situations where data are sparse and time is short. The key question that must be faced is: how much uncertainty is too much (or, how much information is enough)? Some simple, easily understood and easily used concepts are described that can increase the likelihood of getting good answers to this question. Experiences of Mitchell College in New Jersey are described. (Author/LBH)

ED 161 367 HE 010 598

Parker, John D. Gardner, Don E.

Information Will Not Make You Well. MIS Re-examined. AIR Forum Paper 1978.

Pub Date-May 78

Note-16p.; Paper presented at the annual Association for Institutional Research Forum (18th, Houston, Texas, May 21-25, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Case Studies, *Decision Making, *Higher Education, *Information Needs, Information Systems, Information Utilization, Institutional Research, Leadership Styles, *Management, *Management Information Systems, Policy Formation, Political Influences, *University Administration

Proponents of management information systems (MIS) have traditionally held that educational administrators are in need of better management information with which to make more informed planning and policy decisions. However, few successful implementations have been reported. Literature discussing the lack of success of MIS point to such factors as lack of commitment by top management and insufficient resources for failure. The following alternative explanation is proposed: MIS efforts in higher education will continue to experience frustration because their success requires the existence of a viable management. The contention expressed is that most institutions of higher education are not managed but rather administered. This distinction is responsible for many of the perceived MIS failures. Two case studies are provided to illustrate the arguments developed. Decisions in higher education are described as predominantly political, as opposed to managerial. The purposes and characteristics of administrative (political) decision information are contrasted with management information, and fundamental differences are outlined in table form. The conclusion is offered that higher education would be better served if resources were directed less toward traditional MIS development and more toward the development of administrative information systems designed to assist in responding effectively to political pressure. (Author)

ED 161 387 HE 010 621

Duff, Franklin L. Dold, Charles N.

The Relationship Between Program Cost and Economic Return: The Case of One Public University. AIR Forum Paper 1978.

Illinois Univ., Champaign.

Pub Date-May 78

Note-26p.; Paper presented at the annual Association for Institutional Research Forum (18th, Houston, Texas, May 21-25, 1978); Table 1 may not reproduce well

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-College Graduates, *College Majors, *Cost Effectiveness, *Educational Economics, Graduate Surveys, Higher Education, Institutional Research, Intellectual Disciplines, Literature Reviews, *Program Costs, Research Projects, Salaries, *Salary Differentials, *State Universities, Statistical Data

Identifiers-*University of Illinois

Previous research related to the economics of higher education has devoted virtually no attention to the economic return for different disciplines or fields of study. The present study examines the relationship between cost and economic return for undergraduate programs of study at one large public institution, the University of Illinois. In the study, cost included institutional costs for instruction and for certain overhead items, while economic return was defined as return to the graduates through their entry job annual salaries. The correlation between the two variables was statistically significant, but less than 25 percent of the variance in median salary was accounted for by program cost. This relatively low level of relationship was further reflected by a considerable range among disciplines in the ratio of annual salary to cost. For some disciplines median annual salary for bachelor's graduates was less than program cost, while for others median salary was more than double program cost. The results clearly indicated that economic return varies greatly across disciplines. Implications of the findings for both institutions and students are discussed. (Author/JMD)

ED 161 513 PS 009 917

Possin, Carol

Citizen Action Manual: How to Effect Change in the Adoption/Foster Care System.

Citizens' Coalition for Children, Inc., New York, N.Y.

Spons Agency-New York State Dept. of Social Services, Albany.; North American Council on Adoptable Children, Riverside, Calif.

Pub Date-Dec 76

Note-184p.; Second printing, 1977

Available from-North American Council on Adoptable Children, Central Office, 250 East Blaine, Riverside, California 92507 (Paper, $5.00, plus $0.75 postage and handling)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Adoption, *Cnange Strategies, *Child Advocacy, Child Welfare, Citizens Councils, Financial Support, Foster Children, *Foster Family, Foster Homes, Information Networks, Legislation, Neglected Children, Organizational Communication, *Parent Associations, Policy Formation, *Social Action

This manual for child advocates in New York describes detailed procedures for organizing and operating citizen adoption groups and provides background information on the decision-making bodies, funding sources and resource organizations involved in adoptions. Procedures for changing bureaucracies and influencing legislation are emphasized. Information acquisition, processing and dissemination functions of adoption groups are specified. Parent, child, and agency relations as well as funding procedures and state and national organizations for child advocates are explored in the first part of the manual. Part 2 presents definitions of legal and organizational terms and expands acronyms. Also given are the authors' positions on issues concerning advocacy and adoptions; basic statistical information on children needing services; and brief descriptions of law, regulations and court decisions concerning child welfare. Sources of adoptive children and organizational resources for applicants are briefly described. Public officials and agencies who make decisions affecting adoption and foster care are listed and their positions defined. Funding procedures for child care services are outlined. A bibliography is included. (RH)

ED 161 606 RC 010 878

Woods, Ruth Dial And Others
Robeson County Indian Education Needs Assessment, FY-79.
Robeson County Compensatory Indian Education Project, Lumberton, N.C.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Jan 78
Grant-OE-78-038-A
Note-30p.; Parts of appendix marginally legible due to print quality; Best copy available
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*American Indians, *Compensatory Education Programs, Counseling Services, Educational Needs, Educational Programs, Elementary Secondary Education, Exceptional Child Education, Federal Aid, Handicrafts, *Needs Assessment, Nonreservation American Indians, Parent School Relationship, *Program Development, Program Planning, Recreational Programs, Resource Allocations, School Health Services, Social Services, Tutorial Programs
Identifiers-American Indian Studies, *Lumbee (Tribe), *North Carolina (Robeson County)

Robeson County, North Carolina, has the largest Indian population in the state. There are 25,684 Lumbee Indians in the county; Indian students comprise 61 percent of the school population. In compliance with Title IV-A regulations, a 1978-79 needs assessment was conducted to allow the Indian community participation in the development of cultural and social programs to supplement the educational experience of Indian children. Effort was made to reach the entire Indian community with questionnaires distributed not only to parents, students, and teachers, but also to Indian county school board members, elected officials, organizations, teachers' aides and counselors, and administrators. A total of 9524 questionnaires were sent out and 5295 retrieved, representing a 56 percent rate of response (55 percent were usable responses). Based on the previous needs assessment of May-June 1978, ten needs were listed and respondents asked to rank them by level of importance. Countywide results showed the ranking of needs to be: (1) emergency health, medical, and dental services; (2) tutorial programs; (3) Indian history and culture; (4) classes for accelerated and talented students; (5) additional counseling and guidance programs; (6) culture awareness programs; (7) recreational programs; (8) workshops and meetings for Indian students; (9) social services; and (10) arts and crafts. (DS)

ED 161 798 SO 011 258

Rubin, Josephine Mische, Patricia
Women and Peace Global Education Associates, East Orange, N.J.
Pub Date-78
Note-38p.; For related documents, see SO 011 257-259; Not available in hard copy from EDRS due to poor reproducibility and small type size of original document
Available from-Global Education Associates, 552 Park Avenue, East Orange, New Jersey 07017 ($2.50, paper cover)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Disarmament, *Females, Feminism, *Global Approach, International Relations, Justice, National Defense, *Peace, Political Power, Social History, Social Problems, Social Values, Womens Education, World Affairs, *World Problems

Four papers explore the role of women in promoting a peaceful world order. The volume is intended to increase understanding of the linkages between local and global issues, and to examine them as interrelated issues in an interdependent world. The first paper, Women and Peace,'' is a historical analysis of the role of individual women, feminists, and suffragettes in working for peace during the late 19th century, World War I, after World War I, and in the United Nations. The second paper, Vienna Conference: Women and Disarmament,'' contains excerpts and analyses of speeches made at a 1978 conference of women from non-governmental organizations in 23 countries. Participants discussed three broad topics: economic and social consequences of the arms race on women and the family, peace and disarmament education, and practical means of informing and organizing action by women on disarmament. The third paper, Women, Power and Alternative Futures, Part I,'' explores the relationship between women's search for equality and self-realization and the historic drive for national and world security. It examines ways in which the arms race and other national security priorities have been factors in the subordination of women. The fourth paper, Women, Power and Alternative Futures, Part II,'' examines the nature of power and the ways women have related to it throughout history. It asks why women do not exercise their power in critical world order issues and indicates a need for the assertion of feminine'' values. (AV)

ED 161 453 IR 006 619

Katz, Sheldon F.

These Are the Good Ole Days."

Pub Date-77

Note-12p.; For related document, see IR 006 618

EDRS Price MF-$0.83 HC-$1.07 Plus Postage.

Descriptors-*Audiovisual Aids, Elementary School Teachers, *Instructional Materials, Primary Education, Secondary Education, Secondary School Teachers, *Small Group Instruction, *Teaching Techniques

It is important for the teacher to be aware of the variety of uses for media and there are many practical ways to incorporate media in the classroom. When combined with a cassette recorder, slides made with or without a camera can make an inexpensive slide tape presentation within any class period. An alternative to making slides could be making a collage of a plot line with pictures cut from a magazine and Oak Tag. Using headlines is a dramatic method of teaching verbs which leads to practical understanding. Adverbs and adjectives are more easily understood through the sports pages. The teacher might overcome the tedium of letter writing by having students write to other students in foreign countries who are taking English as a second language. (JEG)

ED 161 475 JC 780 551

Gorter, Sandy Collins, Thomas R.

One Year and Four Years Later...1977: A Study of Graduates from 1976 and 1973.

Mercer County Community Coll., Trenton, N.J.

Pub Date-Apr 78

Note-74p.; Charts in document may not reproduce clearly due to small type and marginal legibility

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Age, Articulation (Program), Associate Degrees, College Majors, Community Colleges, *Educational Assessment, *Educational Objectives, Employment Patterns, Followup Studies, *Graduate Surveys, Institutional Research, *Junior Colleges, *Participant Satisfaction, Relevance (Education), Student Interests, Transfer Students, Vocational Education

Identifiers-*Outcomes Measurement

Data from a one-year follow-up survey of 1976 Mercer County Community College (MCCC) graduates and a four-year follow-up survey of 1973 graduates were compared and contrasted with similar data from surveys of 1975 and 1972 graduates. Response rates were 65% (740 responding) and 54% (580 responding), respectively, for the 1976 and 1973 graduates. The survey instrument elicited information on students' age, place of residence, educational objectives, college major, and present activities, with special emphasis on employment information. The survey results were used to assess MCCC's attainment of its goals with respect to 14 indicators in areas of student occupational/career development; student educational/career development; and student satisfaction with their preparation for jobs or four-year college transfer, admissions and registration procedures, instruction and programs, and student personnel services. Findings revealed that: 67% of the 1976 and 84% of the 1973 graduates were employed full-time; 29% of the 1976 and 7% of the 1973 graduates were enrolled full-time in degree programs; employment was stated to be related to their course of study by 83% of the 1976 and 63% of the 1973 employed graduates; and of the graduates who transferred, 14% of the 1976 graduates and 9% of the 1973 graduates had difficulty transferring to another college. Appendices contain tabular data. (MB)

ED 161 494 JC 780 573

Breen, Edward Dulaney-Sorochak, Jeanne

Withdrawal Policies of Michigan's Public Community Colleges.

Macomb County Community Coll., Warren, Mich.
Pub Date-Mar 78
Note-12p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Academic Failure, *Administrative Policy, Community Colleges, Courses, Dropouts, Grade Point Average, *Grades (Scholastic), *Grading, *Junior Colleges, *State Surveys, Student Evaluation
Identifiers-*Course Withdrawal, Michigan

The purpose of this study was to examine and compare the drop or withdrawal policies of the 29 tax-supported community colleges in Michigan, and to determine whether Macomb County Community College (MCCC) will have proportionately more hours dropped than most. As MCCC does not require formal withdrawal applications, permits withdrawal at any time, does not convert withdrawals to failures, does not compel instructors to issue failing grades or prohibit them from recording a withdrawal rather than a failing grade, this was expected. Nine distinct withdrawal policies were revealed in the college catalogs: no distinction made between withdrawal-passing and withdrawal-failing (5 colleges' policy); no distinction made, but withdrawals prohibited after a certain date (4); mark for withdrawal-passing and withdrawal prior to evaluation (3); withdrawal to a given date, thereafter a distinction made between withdrawal-passing or withdrawal-failing (2); distinction between withdrawal-passing and withdrawal-failing after the drop-add period (5); withdrawal to a given date, thereafter either a withdrawal passing or a failing grade, the failing grade being calculated in the grade point average (7); withdrawal or failure regardless of time of withdrawal (1); separate grade indicating withdrawal after a certain date (1); and failing grade for withdrawal beyond a given date (1). (MB)

Karnes, Merle B. Strong, Paula Sabatino
Nurturing Leadership Talent in Early Childhood.
Illinois Univ., Urbana. Inst. for Child Behavior and Development.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Sep 78
Grant-OEG-00-75-00232
Note-21p.; For related documents, see PS 010 120, PS 010 146, PS 010 150-54, and PS 010 156-57
Available from-Publications Office, Institute for Child Behavior and Development, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog No. 1403.009, $2.50)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Early Childhood Education, *Gifted, Handicapped Children, Leadership Styles, *Leadership Training, Preschool Education, *Talent Development, *Teaching Guides, Teaching Methods
Identifiers-*RAPYHT Project

This manual for teachers and parents offers suggestions for helping 3- to 5-year-old children increase their leadership effectiveness. It is part of a series of similar guides developed by the RAPYHT Project (Retrieval and Acceleration of Promising Young Handicapped and Talented) for developing talents of both handicapped and nonhandicapped children. The manual focuses on increasing task achievement abilities and maintaining or increasing the ability to work with and lead others. Common characteristics of children with leadership talent are listed. Several general methods which can be used by teachers to stimulate leadership talent are recommended. Leadership goals and related activities are suggested. An annotated list of related readings is included. (Author/RH)

ED 161 552 PS 010 206

Butler, Katie Best
The Effects of Novelty on the Young Child's Exploration of Objects.
Pub Date-Aug 77
Note-97p.; Ph.D. Dissertation, University of Houston
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Behavior Patterns, Data Analysis, Day Care Services, *Novelty (Stimulus Dimension), *Object Manipulation, *Preschool Children, Preschool Education, Research, Stimulus Behavior

This study investigated the effects of novelty on young children's exploration of commonplace, 3-dimensional objects. The exploration of novel and familiar objects was compared and the pattern of the exploration of the novel object over a period of time was examined in order to test two hypotheses: (1) that novel objects elicit more exploration from young children than familiar objects, and (2) that there is a decline in the exploration of novel objects due to repeated exposure over time. Subjects were 15 boys and 15 girls (aged 54 to 60 months) from low-income black families, enrolled in a day care center. All subjects completed 8 individual observation sessions of 10 minutes each occurring twice daily for 4 consecutive days. Four initial 10-minute sessions were used to familiarize the subjects with two assigned objects. The subsequent 4 sessions were then used to present the third, novel object simultaneously with the familiar objects. A check list was used for recording the exploration of each object at the end of each 10-second enterval. Novelty and familiarity were selected as the independent variables, while the mean difference scores for the 4 final sessions were considered the dependent variables. Results supported the first hypothesis but not the second. (CM)

ED 161 623 RC 010 905

SCDC Spanish Curricula Units. Spanish SL Strand, Unit 9, Grade 3, Teacher's Guide.

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Spanish Curricula Development Center, Miami Beach, Fla.
Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.
Pub Date-77
Note-391p.; Not available in hard copy due to sideways reading material; For related document, see RC 010 906
Available from-Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752 (Order No. 265-4, $5.00)
Language-Spanish; English
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Bilingual Education, Cultural Education, Decoding (Reading), Grade 3, Instructional Materials, Interpretive Skills, *Language Arts, Language Experience Approach, *Learning Activities, Learning Modules, Primary Education, Reading Comprehension, Reading Instruction, *Second Language Learning, *Spanish, Spanish Speaking, Speech Skills, Spiral Curriculum, Student Evaluation, *Teaching Guides, Verbs, Vocabulary Development
Identifiers-*Spanish (Second Language)

Spanish for grade 3 is presented in this teachers' guide to the instructional and assessment activities of unit nine. The function of this strand is to help provide the English-dominant child with the structures and vocabulary needed for effective communication in a bilingual environment. Instructional activities are designed to help the child build confidence through formal and informal language experiences. The focus, objective, and materials for each activity are given in Spanish and English, with teacher instructions given only in Spanish. Activities are oriented toward the basic theme of the nation as a community. Seatwork and group activities include presentation of the alphabet, numbers, months of the year, the concepts of opposite words, and the formation of derivatives. Specific Spanish structures explored include the comparative structure mas...que'', the use of cuando'', porque'', donde'', pensar que'', usted'', si'' to express condition, and are developed in stories presented in each of the kits. (DS)

ED 161 640 RC 010 922

SCDC Spanish Curricula Units. Fine Arts, Unit 4, Grade 2, Supplements & Ditto Packet.

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Spanish Curricula Development Center, Miami Beach, Fla.

Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.

Pub Date-74

Note-91p.; Not available in hard copy due to sideways reading material; For related document, see 010 921

Available from-Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752 (Order No. 173-9, $2.50)

Language-Spanish; English

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Bilingual Education, Cultural Education, Enrichment Activities, *Fine Arts, Grade 2, Instructional Aids, Instructional Materials, Learning Activities, Music Activities, Musical Instruments, *Music Education, Primary Education, Singing, Spanish, *Spanish Speaking, *Visual Aids, Vocal Music, *Worksheets

Identifiers-Ditto Masters

The supplement and ditto packet to the unit four fine arts strand for second graders contains visual materials to aid the teacher in carrying out the instructional and assessment activities of this strand. Seatwork for individual students is featured along with materials intended for class participation activities. Illustrations, provided to help stimulate oral language and conceptual development, include pictures from the story "The Magic Flute" in which students are introduced to the flute section of the wind instrument family. Pictures of trumpets, clarinets, and flutes are shown along with scenes from some of the songs. The ditto packet provides ditto masters for written work. Seatwork activities are intended for presentation under supervision rather than as independent activities. Games, rhythm band work, song-writing, a talent show, and choral speaking are among the fine arts activities featured. Areas of music under study include pitch, timbre, dynamics, intensity, mood, appreciation, ties, and rests. (DS)

ED 161 658 RC 010 949

SCDC Spanish Curricula Units. Spanish SL Strand, Unit 8, Grade 3, Teacher's Guide Multi-Ethnic Edition.

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Spanish Curricula Development Center, Miami Beach, Fla.
Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.
Pub Date- 76
Note-366p.; Not available in hard copy due to sideways reading material; For related document, see RC 010 950
Available from-Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752 (Order No. 247-6, $5.00)
Language-Spanish; English
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Arithmetic, *Bilingual Education, Communicative Competence (Languages), Decoding (Reading), Grade 3, Grammar, *Language Arts, Language Experience Approach, *Learning Activities, Learning Modules, Numbers, Primary Education, Reading Instruction, *Second Language Learning, *Spanish, Speech Skills, Spiral Curriculum, Student Evaluation, *Teaching Guides, Verbs, Vocabulary Development
Identifiers-*Spanish (Second Language)

Theme of this Spanish as a Second Language unit for grade three is the communities of the nation. Learning and assessment activities in kits 29-32, each designed for two to three weeks of teaching, are intended to provide the English-dominant child with structures and vocabulary for effective communication in a bilingual environment. Activities encompassing language arts, math, and science help the student build concepts in his new language through formal and informal language experiences. Activities address the elements, wants and needs, how change occurs, and the results of change. Two small student readers and two oral stories in the guide are integral to the unit. Kit content covers the colors; geometric figures; adjective phrases; ordinal numbers to 10; reflexive pronouns; command forms; present progressive; modifiers in comparative expressions; dramatization of a story; communication among communities; parts of the body; gender and number of modifiers; change in a neighborhood; pronouns as indirect objects; recitation/dramatization of rhymes; interrogative structures; use of o'' and ni''; result of community changes; verb modifiers; imperfect tense; rhymes to reinforce diminutives; and interpretation of pictures. (RS)

ED 161 706 SE 025 160

Minicourses in Astrophysics, Modular Approach, Vol. II.

Illinois Univ., Chicago.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-77
Note-138p.; For related document, see SE 025 159; Contains occasional blurred, dark print
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-*Astronomy, *Curriculum Guides, Evolution, Graduate Study, *Higher Education, *Instructional Materials, Light, Mathematics, Nuclear Physics, *Physics, Radiation, Relativity, Science Education, *Short Courses, Space Sciences
Identifiers-*Astrophysics

This is the second of a two-volume minicourse in astrophysics. It contains chapters on the following topics: stellar nuclear energy sources and nucleosynthesis; stellar evolution; stellar structure and its determination; and pulsars. Each chapter gives much technical discussion, mathematical treatment, diagrams, and examples. References are included with each chapter. (BB)

ED 161 756 SE 025 248

Case Studies in Applied Mathematics.

Mathematical Association of America, Washington, D.C.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-76
Note-438p.; Pages 326-343 removed due to copyright restrictions; Not available in hard copy due to marginal legibility of original document
Available from-The Mathematical Association of America, 1529 Eighteenth St., N.W., Washington, D.C. 20036 (no price quoted)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Behavior Patterns, *College Mathematics, Communicable Diseases, Computers, Ecology, Heat, Higher Education, *Instruction, *Mathematical Applications, *Mathematical Models, Political Power, Population Trends, Power Mechanics, Statistics, *Teaching Guides
Identifiers-*Committee on the Undergraduate Program in Math

This collection of nine case studies in applied mathematics was written primarily for the use of the instructor by a Conference sponsored by the Committee on the Undergraduate Program in Mathematics (CUPM). Each chapter contains exercises of varying degrees of difficulty and several include student projects. The materials were used on a trial basis and the results of these experiences are reported. The first chapter discusses the process of applied mathematics. The case studies are: (1) measuring power in weighted voting systems; (2) a model for municipal street-sweeping operations; (3) a mathematical model of renewable resources; (4) some examples of mathematical models for the dynamics of several-species ecosystems; (5) population mathematics; (6) MacDonald's work on Helminth Infections; (7) modeling linear systems by frequency response methods; (8) network analysis of steam generator flow; and (9) heat transfer in frozen soil. (MP)

ED 161 817 SO 011 294

Bullough, Vern Bullough, Bonnie

Nineteenth Century English Homosexual Teachers: The Up Front and Back Stage Performance.

Pub Date-Sep 78

Note-15p.; Paper presented at Seventy-Third Annual Meeting of the American Sociological Association (San Francisco, California, September 4-8, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Behavior, *Comparative Education, Corporal Punishment, Discipline Policy, Elementary Secondary Education, *Homosexuality, Moral Values, Nineteenth Century Literature, Sanctions, *School Environment, Sexuality, *Social History, Student Behavior, Teacher Behavior

Identifiers-England

Although homosexuality was considered to be a crime in nineteenth-century England, the subculture of the school system promoted it. For example, in the early nineteenth century schoolboys of all ages were locked up in dormitories at 8:00 p.m. and no master entered the building until the next morning. No-one supervised the boys' activities during the night. In the late 1820s reforms were introduced which continued to promote homosexual practices. At this time the prefect system was established, by which older boys were appointed to exercise a moral influence and to control the younger boys' behavior. Under this system fagging'' became popular. Small boys had to carry out tasks for larger boys, and sexual services were frequently included among these tasks. Another frequent practice within the school system, flogging, may have encouraged variant sexual practices. Prefects and teachers were allowed to exercise this corporal punishment which might have encouraged sadistic impulses. A large body of literature, including diaries, indicates that homosexual practices were indeed common within the schools. It is ironic that the English legal and social community publicly denounced homosexuality, because most adult males had participated in or observed these practices when they themselves were in school. Homosexual teachers tended to keep their preferences secret because embarrassment or dismissal could result if they were publicly exposed. (AV)

ED 161 863 SP 013 283

Reddick, Thomas L. Fields, Joseph C.

A Study of Professonal Attitudes of Teachers in Five Public School Systems in Tennessee and Michigan.

Pub Date-Nov 78
Note-11p.
Available from-Paper presented at Mid-South Educational Research Association (New Orleans, Louisiana, November 8, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Interpersonal Relationship, *Job Satisfaction, Principals, Professional Associations, *Teacher Administrator Relationship, *Teacher Attitudes

A study comparing the attitudes of teachers in three public school systems in Tennessee with those of teachers in two public school systems in Michigan is summarized in this report. The object of the study was to determine the effects of professional negotiations upon the professional attitudes of teachers. The Michigan school systems have been involved in professional negotiations for about ten years; Tennessee will begin such negotiations in January 1979. A questionnaire was submitted to the teachers concerning their attitudes toward job satisfaction, interpersonal trust, organizational commitment, and career dissatisfaction. While analysis of the data indicates positive attitudes on the part of a majority of the teachers, it is concluded that the process of professional negotiation may cause the professional attitudes of teachers to be more negative than those of teachers who have not yet engaged in the process. A copy of the questionnaire is appended to this report. (JD)

Bryan, Donna Forman, David C.
Characteristics of SUN Learners (First Four Offerings). Statistical Summary No. 3.
University of Mid-America, Lincoln, Nebr.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Aug 76
Contract-NIE-G-75-001
Note-46p.; For related documents see HE 010 410 - HE 010 428
Available from-Office of Public Affairs and Information Services, University of Mid-America, Box 82006, Lincoln, Nebraska 68501
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Adult Education, *Adult Students, Age, Aspiration, Delivery Systems, Educational Television, Females, Higher Education, Institutional Research, *Nontraditional Students, Open Enrollment, Research Projects, School Surveys, Statistical Data, *Student Characteristics, Telecourses, *Television Research
Identifiers-*State University of Nebraska, University of Mid America NE

General demographic characteristics of State University of Nebraska (SUN) learners are reported, based on information drawn from the registration form and the Student Information Questionnaire. Thirteen tables are presented with data on: median age of SUN learners; distribution of sexes; marital status; family status; annual income; size of town resided in; percentage of homemakers; highest level of formal education completed; length of time since last participation in formal educational experience; learners previously enrolled in SUN; highest degree hoped for; three most important goals; and area of greatest concern. Learners in this report had participated in the following multimedia courses: Accounting I, Making It Count (Computers), Accounting II, Characteristics of Learning Disabilities, Freehand Sketching, The American Economy, Writing for a Reason, History of Nebraska, Psychology II, and Consumer Experience. (LBH)

ED 161 407 IR 006 135

Goodman, H. J. A.

Cognitive Mapping,'' Learning Styles,'' and Sensory Modality Preferences'' as Factors in Individualized Instruction: A Position Paper on the As Yet Largely Untapped Research Potential of Integrated Information Systems when Combined with Educational Technology.

Pub Date-Mar 78
Note-22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, March 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Cognitive Processes, *Cognitive Style, Computer Assisted Instruction, *Individual Differences, Instructional Design, Instructional Systems, *Learning Modalities, Man Machine Systems, *Research Needs
Identifiers-*Cognitive Mapping

Among the factors least likely to be given due consideration, especially in computer assisted instruction, are student variables. Some reasons which might have hindered research activities involving student, and possibly teacher, cognitive mapping behaviors, learning styles, and media preferences as variables in experimentation are summarized: a public distaste for appraisal of individual intelligence and aptitude factors in students; aversion to the dehumanizing aspects of computerized instructional systems; suspicion of television, educational or other, engendered by the mass media; ignorance of the nature and potential educational significance of learning styles, cognitive mapping behaviors, and media preferences; and a history of difficulty in dealing with these concepts. The three areas of empirical investigation recommended for testing include those which concern the differential effects on student learning of taking into account facets of individual differences compared with not taking them into account; the differential effects on attitudes towards particular types of learning; and the differential effects on learning and attitudes towards learning of various kinds, when students are additionally provided with controls over particular aspects of the instruction/learning process. (VT)

ED 161 429 IR 006 380

Gorman, Don A. Wilson, Thomas C.
The Matrix System: A Practical Basis for Stimulus Selection.

Pub Date-Apr 78
Note-10p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology (Kansas City, Missouri, April 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Audiovisual Aids, Decision Making, Instructional Materials, *Instructional Media, *Matrices, Media Research, *Media Selection, Models, Systems Approach, Visual Stimuli

The selection matrix is an attempt to provide an efficient, effective, and practical basis for selecting the instructional medium possessing more specific learner-situation-task attributes than others. The selection matrix provides three important capabilities by (1) identifying a number of appropriate media and isolating them, (2) reducing the identified number to a single most appropriate medium, and (3) assisting in planning. While there are other procedures for systematically selecting instructional materials, few offer the advantages associated with the selection matrix system; especially the fact that no equipment is required, although the process is compatible with computerized information storage and retrieval systems. (Author/CMV)

ED 161 589 RC 010 820

SCDC Spanish Curricula Units. Science/Math Strand, Unit 4, Grade Two, Teacher's Guide.

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Spanish Curricula Development Center, Miami Beach, Fla.

Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.

Pub Date-77

Note-269p.; Not available in hard copy due to sideways reading material; For related document, see RC 010 821

Available from-Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752 (Order No. 170-4, $4.50)

Language-Spanish; English

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Addition, Age, *Bilingual Education, Botany, Elementary School Mathematics, Elementary School Science, Fractions, Grade 2, Instructional Materials, *Learning Activities, Learning Modules, *Mathematics Curriculum, Measurement, Numbers, Primary Education, *Science Curriculum, *Spanish Speaking, Spiral Curriculum, Subtraction, *Teaching Guides, Zoology

The teacher's guide for unit four of a Spanish science/math strand for second graders contains instructional and assessment activities for kits 13-16. Each designed for a two- to three-week teaching period, the kits' activities are geared toward guiding the child to discover correct answers through methods provided and, by putting materials in his hands helping him discover facts through participation and use of reasoning powers. The guide lists focus, objective, and materials in English and Spanish for each learning activity; teacher instructions are in Spanish. Specific activities cover volume gallon, quart, pint; fractions one-half and one-quarter; more than'' and less than'' symbols; comparatives shorter than'' and taller than''; addition and subtraction combinations missing addends, subtrahends, and operational symbols; commutative principle; subtraction as inverse of addition; parenthesis in addition combinations; plants classification and germinations of seeds, function of parts of a plant, plant identification, usefulness to man; addition and subtraction of sets of 10-19 elements; missing addends and subtrahends; animals characteristics, habits, usefulness to man; longitude inches, feet, yards; three dimensional forms; counting by ones to 100; the five senses; change caused by environment and growing older. (RS)

ED 161 681 SE 024 995

Laurenz, Frances

Student Perception of the Classroom Learning Environment in Biology, Chemistry, and Physics Courses. Research Paper No. 12.

Minnesota Univ., Minneapolis. Coll. of Education.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date- 75
Grant-NSF-GW-6800
Note-22p.; For related documents, see SE 024 989-999 and ED 148 632-640
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Academic Achievement, Biology, Chemistry, Educational Environment, *Educational Research, *Learning, *Perception, Physics, *Science Education, Secondary Education, Secondary School Science, *Student Science Interests
Identifiers-*Minnesota Research & Evaluation Project, National Science Foundation, Research Reports

This research study investigated student perception of the social learning environment in biology, chemistry and physics courses. A stratified random sample of secondary schools from three regions was selected. The principal of each sampled school randomly selected a biology, chemistry or physics teacher who, in turn, randomly selected one of his classes to complete two instruments: Learning Environment Inventory (LEI); and the Test of Achievement in Science (TAS). The statistical procedures used were multivariate and univariate analyses of variance, and discriminant function analyses. Achievement level (high, middle, low) and science course (biology, chemistry, physics) were the two independent factors. The combined mean score for each science course on ten scales of LEI were the dependent variables. Results showed that there were significant differences between the students' perception of their environment in the three science courses. (HM)

ED 161 780 SO 011 191

Brilvitch, Charles

Walking Through History. The Seaports of Black Rock and Southport.

Fairfield Historical Society, Conn.
Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date-77
Note-61p.; Maps on pages 53 and 54 have been renumbered. To assemble, place 53a to the right of 53 and 54a to the right of 54; Maps and photographs throughout document may not reproduce clearly
Available from-Fairfield Historical Society, 636 Old Post Road, Fairfield, Connecticut 06430 ($1.00 paperback plus $ .50 handling costs)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Adult Education, Buildings, Business, *Colonial History (United States), *Community Change, Community Development, *Economic Development, Guides, Higher Education, Life Style, *Local History, Maps, Neighborhood, Photographs, Secondary Education, Social History, *Sociocultural Patterns, Tourism, *United States History
Identifiers-Connecticut (Fairfield)

This document is a tour guide to the historical features of the seaports of Black Rock and Southport in the town of Fairfield, Connecticut. It is designed to acquaint visitors and residents with the stages of development that shaped both ports and the way that Fairfield has evolved through wars, depressions, and periods of prosperity over the centuries. From Black Rock and Southport, both natural harbors, goods and produce were shipped in early colonial days. Black Rock was a major West Indies trading port and shipbuilding center, while Southport was the base for a market fleet and a residence for wealthy shipowners. Later, during the Victorian era, these areas became summer resorts, and still later became mostly residential communities. The history of Black Rock is traced from its beginning in 1644 through the hey-days of its West Indies trade, 1760 to 1815. Its declining period between 1865 and 1900 is discussed, followed by a report of the port's evolution into a residential community during the 20th century. Southport contains some of the finest architecture and streetscapes design produced in early America. From its beginnings Southport had a simple village atmosphere, mainly due to its residents' successful prevention of the development of a manufacturing economy. The history of Southport is traced from its origins as a farm community in 1661 through 1800. From 1800 to 1854 it was a center for coast trading, and then gradually evolved more and more to a residential area. Throughout the document existing historical landmarks are noted. The document also contains numerous maps and photographs. (BC)

ED 161 347 HE 010 573

Jenny, Hans H.

The Costs and Benefits of Information: Data-Based Decisions at the Private Institution. AIR Forum Paper 1978.

Pub Date-May 78

Note-12p.; Paper presented at the annual Association for Institutional Research Forum (18th, Houston, Texas, May 21-25, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Administrative Problems, *College Administration, Data Analysis, *Data Bases, *Decision Making, Higher Education, *Information Utilization, Institutional Research, *Management Information Systems, Problem Solving

University information systems are designed to make decisions easier and to provide good information for administrative tasks. Data do not by themselves produce better decisions, and more data can make agreement on issues more complicated. When collegial decisions are made, the precise impact of data and models is uncertain. When there is no strong value consensus, agreements on complex decisions are hard even with sophisticated data. Even when values are agreed upon, people see data differently. The decision-making process involving administrators and faculty becomes a cultural event and not a scientific exercise. Private higher education institutions have made great strides in the development and application of the data base decision process. A systematic data base is needed because of the many complexities that must be considered. Small miscalculations in a budget can amount to large sums of money. One of the prerequisites for any information system is that there be a will to study, analyze, plan, and compare. The primary benefit of data is providing information on choices for making decisions. (SW)

ED 161 732 SE 025 198

National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Air.

National Field Research Center Inc., Iowa City, Iowa.
Spons Agency-Environmental Protection Agency, Washington, D. C.
Pub Date-78
Grant-EPA-T-900591
Note-374p.; For related documents, see SE 025 197-211; Photographs may not reproduce well
EDRS Price MF-$0.83 HC-$19.41 Plus Postage.
Descriptors-*Air Pollution Control, Curriculum, Employment, Engineering, Environmental Education, Graduate Study, *Higher Education, *National Surveys, Pollution, Postsecondary Education, *Program Descriptions, Science Education, *Sciences

This report presents a summary of air training programs in junior colleges, vocational/technical training institutes, community colleges, four year colleges, and universities as well as other training institutions. It represents a sample, only, of the various programs available nationwide. Forty-five institutions located in 25 states were chosen for on-site visits. Enrollment and graduate statistics are given, as well as statistics on numbers of full- and part-time faculty. Various curriculum options used in the institutions are discussed. Finally, employment statistics are given. (Author/BB)

ED 161 840 SP 013 215

Liemohn, Wendell

Hamstring Injuries An Examination of Possible Causes.

Spons Agency-National Institutes of Health (DHEW), Bethesda, Md.
Pub Date-Apr 78
Grant-PHS 507 RR7031-77
Note-16p.; Paper presented at American Alliance for Health, Physical Education, and Recreation Convention (Kansas City, Missouri, April 11, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Athletes, Biomechanics, Human Body, *Injuries, Motor Development, *Physical Education, Physical Sciences, *Running, *Track and Field
Identifiers-*Hamstring

On the basis of research, the following characteristics appear to be important factors relative to precluding hamstring strains in sprinters: bilaterality relative to hamstring and quadricep strength development, optimum strength ratios between ipsilateral antagonists throughout the range of movement, and above-normal hip-joint flexibility. (JD)

ED 161 327 HE 010 538

Kieft, Raymond N. And Others

A Handbook for Institutional Academic and Program Planning: From Idea to Implementation.

Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C. Finance and Productivity Group.

Pub Date-78

Contract-400-77-0004

Note-80p.

Available from-National Center for Higher Education Management Systems, Inc., P.O. Drawer P, Boulder, CO 80302

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-*Administrator Guides, *College Planning, College Programs, *Educational Planning, Higher Education, Institutional Characteristics, *Institutional Research, *Needs Assessment, Program Design, *Program Planning, Research Needs, Resource Allocations, Resource Guides

Identifiers-Long Range Planning, *Planning Methods

Planning activities at higher education institutions should be comprehensive, program based, and long-range. The daily process of planning and the necessity of integrating planning and resource allocation into a single system are emphasized in this handbook, which deals only with centralized planning activities. The focus is on program merit, not political structures, as the dominant aspect of planning. Four schools that were resources for the development of the handbook are Ball State University, Eastfield (Texas) College, the University of Oklahoma, and Willamette University. The first step in developing a planning process is to assess the institution's need and desire for it. The next step is to identify and describe the context for planning, by conducting institutional studies, developing an education plan, and writing a description of the planning process to be implemented. Implementation and operation of the planning process is the third steb. Techniques and steps for assessing the level of current planning and approaches to the design and implementation of a planning process are described. An annual planning cycle which can be modified to meet individual needs is outlined. A bibliography is included. (SW)

Hillman, Eric A.
Information Strategies for an Institutional Planning Process. AIR Forum Paper 1978.
Calgary Univ. (Alberta). Office of Institutional Research.
Pub Date-May 78
Note-18p.; Paper presented at the annual Association for Institutional Research Forum (18th, Houston, Texas, May 21-25, 1978
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Bibliographies, College Planning, *Educational Administration, Educational Coordination, Educational Objectives, Higher Education, *Information Needs, Information Sources, Institutional Research, Models, *Needs Assessment, *Organizational Communication, Program Development, Program Evaluation, Resource Allocations, University Administration
Identifiers-*Planning Methods, University of Calgary (Canada)

Current concepts and realities of comprehensive planning act as a backdrop for a discussion of the types and sources of information required to support components of institutional planning processes. Information to support components of the planning process are outlined in relation to practical opportunities and to the intent, commitment, and knowledge of those involved in the formulation and implementation of an institutional plan. Comprehensive planning is commonly viewed as a formal, systematic, and rational procedure which involves processes of setting or identifying general goals; defining specific objectives aimed at the goals; developing continuing or altering specific objectives aimed at the goals; developing continuing or altering programs to meet the objectives; monitoring the results; and feeding back information for decisions that might adjust the programs, objectives, or goals. Practical experience with this theoretical view of planning indicates strategies used to generate planning information. Specific examples that have been used at The University of Calgary are presented. (Author)

ED 161 388 HE 010 622

Dumont, Richard G.

Report on a Pilot Project in Performance Funding. AIR Forum Paper 1978.

Pub Date-May 78

Note-35p.; Paper presented at the annual Association for Institutional Research Forum (18th, Houston, Texas, May 21-25, 1978)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Case Studies, *Community Colleges, *Educational Accountability, *Educational Assessment, Educational Objectives, Evaluation Criteria, Higher Education, Institutional Research, *Instructional Improvement, *Performance, Pilot Projects, Program Development, Resource Allocations, *State Aid, State Programs, State Universities

Identifiers-Performance Funding Project, *Tennessee Higher Education Commission, *Tennessee Technological University

Reported are the execution and outcomes of the Tennessee Higher Education Commission (THEC) Performance Funding Project at Tennessee Technological University, a pilot project seeking to explore the question of whether it is desirable and possible to allocate state funds to community colleges and universities on a performance effectiveness criterion (how good) as compared to the current credit hour and enrollment criteria (how much). The University project is part of a larger state-wide effort sponsored by the THEC and funded by grants from several sources. This case study presentation is organized according to the following topics: First, the background for the state-level project is discussed as part of the national trend of concern about accountability. Second, the rationale for and objectives of the state-level project are considered. Third, the experiences at Tennessee Technological University are presented, with attention to the participants and to the events and procedures involved in its execution. The first year was dedicated to the development of instructional goals and performance indicators; the second year, with the acquisition of data on these indicators and the development of ways in which performance might be incorporated into the funding project. Positive outcomes are cited and some explanations for the relative degree of success to date are offered. Attention is also given to remaining challenges and problems. (Author/JMD)

ED 161 495 JC 780 574

Breen, Edward Chakupurakal, Thomas
The Use of Space for Instruction, Fall 1977.
Macomb County Community Coll., Warren, Mich.
Pub Date-3 Mar 78
Note-45p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Classrooms, College Buildings, Community Colleges, *Facility Utilization Research, Instruction, *Junior Colleges, Laboratories, Multicampus Colleges, School Space, *Space Classification, *Space Utilization, Tables (Data)

The use of space for formal instruction in fall 1977 at the Center and South campuses of Macomb County Community College was examined for five time spans: prime time day (weekdays, 8 a.m.-1 p.m.), prime time night (Monday-Thursday, 6 p.m.-10 p.m.), prime time week (prime time day and night), afternoon (Monday-Thursday, 1 p.m.-6 p.m.), and schedule week (Monday-Friday, 7 a.m.-11 p.m., Saturday, 8 a.m.-4 p.m.). The ratio of room utilization to room availability was calculated in half hour time periods. The total number of half hour periods of use was divided by the total number of half hour periods of availability during the time spans and calculated for each room, building, campus, and the college as a whole. To determine whether there was a difference in the use of rooms because of their function, each space was designated either a lecture room or a laboratory. Findings show that the college utilized 226 rooms for instruction; 146 were lecture rooms and 80 were laboratories. Except for during the afternoon, a lecture room was more likely to be in use than a laboratory. At both campuses, instructional space was more effectively used during evening prime time (75%) than during day prime time (62%). To identify space much or little used, a definition of normal'' was applied. A room in use 84% or more of the time was said to be used more than normally; one in use 16% or less of the time, less than normally. Tables outline data on room use by campus. (MB)

Deshler, J. David And Others
Adoption and Continuation of Family Day Care Support Services.
State Univ. of New York, Ithaca. Coll. of Human Ecology at Cornell Univ.
Spons Agency-Carnegie Corp. of New York, N.Y.
Pub Date-Sep 77
Note-76p.; For related documents, see ED 124 285 and ED 127 012
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Adoption (Ideas), *Ancillary Services, Case Studies, Community Support, Early Childhood Education, Evaluation Criteria, *Family Day Care, Pilot Projects, Policy Formation, *Program Development, *Program Evaluation
Identifiers-*New York

This evaluative research report on the nature and extent of efforts to adopt and continue family day care support services in New York State is addressed to persons interested in developing an educational and support program for family day care and to policy makers. Findings are reported in 2 parts. Part I is a discussion of variables that tend to affect the adoption and continuation of family day care support services, including: the characteristics of such services, the extent of recognition of the need for particular innovations; the characteristics of those who implement programs; the manner and extent of the dissemination of models and program innovations; and the nature of major facilitating forces. Part II, a case study of adoption and continuation of the Family Day Care Pilot Programs in Nassau County, describes the program resources, the design and development of the advisory board, interorganizational relationships, the impact on providers, and prospects for continuation. Conclusions reached concerning the potential for adoption and continuation of family day care support services in New York State are listed. Copies of questionnaires used in the study are appended. (Author/CM)

ED 161 571 RC 010 749

Fernandez, Richard R. Hagood, Richard A.
Partnership for Rural Improvement. Annual Report, 1977-78 for the W.K. Kellogg Foundation, Battle Creek, Michigan.
Partnership for Rural Improvement, Pullman, Wash.
Pub Date-Jul 78
Note-50p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Annual Reports, *Community Agencies (Public), *Community Development, Community Planning, Community Services, Educational Programs, Higher Education, *Information Dissemination, *Interinstitutional Cooperation, Models, Program Costs, *Program Development, Program Evaluation, Program Planning, Public Schools, Research Utilization, *Rural Development, Rural Education
Identifiers-*Partnership for Rural Improvement, Washington

Now completing its second year, the Partnership for Rural Improvement (PRI) is a four year rural development program funded by the W. K. Kellogg Foundation. Its fundamental purpose is the development of a linkage system connecting the research and development of knowledge about rural improvement with the dissemination and use of that knowledge. The first year of the project was used to build agreements which solidified an organizational structure among participating public service agencies, educational institutions, and elected officials; the second year implemented the structure through local and regional projects and began organizational development within institutions of higher education to insure the program's future. This second annual report is divided into four sections: (1) Program Development, which describes activities in PRI's four program areas of organizational development, interorganizational coordination, project development, and education and materials development; (2) Program Analysis, which discusses participants' experiences in creating significant models for rural improvement; (3) Financial Management, which lists expenditures of grant funds and the anticipated budget, and (4) Future Directions, which states goals and objectives for the coming year, e.g., identifying things learned from rural planning experiences and emphasizing development of testable hypotheses. (DS)

ED 161 707 SE 025 162

Peace Corps Handbook, Spring 1977. ACTION Pamphlet No. 4200.7.
Peace Corps, Washington, D.C.
Pub Date-77
Note-68p.; Photographs may not reproduce well
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Developing Nations, Development, Guides, *Human Resources, *International Programs, *Living Standards, *Peace, Program Descriptions, Recruitment, Voluntary Agencies, Volunteers, World Affairs
Identifiers-*Peace Corps

This handbook provides an introduction to the Peace Corps for volunteers. It describes the medical, personal and financial matters that are taken care of before one enters the Peace Corps, the training period, and some of the volunteer activities. It gives guidelines for living in developing countries and addresses other topics such as living allowances, health, and transfer or resignation. (BB)

ED 161 757 SE 025 249

Getting to Know the Calculator. Problem Solving Project.
Northern Iowa Univ., Cedar Falls. Mathematics Learning Center.
Pub Date-75
Note-27p.; For related documents, see SE 025 250-251; Not available in hard copy due to marginal legibility of original document
Available from-The Director, Mathematics Learning Center, University of Northern Iowa, Cedar Falls, Iowa 50613 (no price quoted)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Calculation, Elementary Education, *Elementary School Mathematics, Instruction, *Instructional Materials, *Learning Activities, Mathematical Formulas, Pattern Recognition, *Problem Sets, *Problem Solving
Identifiers-*Calculators, Estimation, Number Operations

Many problems and activities which can be worked with a calculator are contained in this booklet. The problems include: pattern recognition, combinations of operations, estimation, squares and square roots, rate problems, area, and volume. Chapter topics include: getting to know the calculator, single-step problems, using formulas, and multiple-step problems. (MP)

ED 161 758 SE 025 250

Calculator Handbook. Problem Solving Project.
Pub Date-75
Note-39p.; For related documents, see SE 025 249-251; Contains occasional light and broken type
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Calculation, Elementary Education, *Elementary School Mathematics, Instruction, *Instructional Materials, *Learning Activities, Pattern Recognition, *Problem Sets, *Problem Solving
Identifiers-*Calculators, Estimation, Number Operations

These student worksheets include activities in counting, place value, estimation, the four operations with whole numbers, number patterns, volume, inequalities, decimal equivalents of fractions, and percents, all to be worked with a calculator. (MP) values. (AV)

ED 161 799 SO 011 259

Indian Voices on World Order. The Whole Earth Papers, Vol. 1, No. 5, Winter, 1978.

Global Education Associates, East Orange, N.J.
Pub Date-78
Note-37p.; For related documents, see SO 011 257-258 ; Parts may be marginally legible due to small type
Available from-Global Education Associates, 552 Park Avenue, East Orange, New Jersey 07017 ($2.00, paper cover)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Change Strategies, *Culture, Developing Nations, *Global Approach, Higher Education, *Human Dignity, Individual Power, *International Relations, Justice, Non Western Civilization, Peace, Philosophy, Relationship, Secondary Education, *Social Problems, Sociocultural Patterns, Technology, Western Civilization, World Affairs, *World Problems
Identifiers-India

This special issue of the Whole Earth Papers contains a series of articles expressing views about world order from the perspective of India. The first three articles discuss a world view of non-duality stressing the unity of the universe; the need to establish universal social justice in a world whose limited resources are unjustly divided; and the possibility of considering alternative world models based on minimization of collective violence and maximization of social and economic well-being. Another article suggests a recreation of modern culture by incorporating aspects of eastern cultures into the predominant western culture which permeates the world. Technology and economic priorities should be tempered by recognition of the worth of the individual. Another article discusses the world's developing consciousness about the roles of technology, power, and knowledge in influencing the future. Also included are excerpts from the writings of Indian philosophers and politicians such as Ghandi and Nehru, and reviews of books by Indian authors on the topics of world order and the future. (AV)

ED 161 430 IR 006 383

King, Donald W. And Others

A Chart Book of Indicators of Scientific and Technical Communication in the United States.

National Science Foundation. Washington, D.C. Div. of Information Science and Technology.

Pub Date-Dec 77

Contract-DSI75-06942

Note-29p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 038-000-00360-7, $2.40)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Charts, *Communications, Costs, *Information Dissemination, *Literature, Models, *Scientific Research, *Technical Reports

Identifiers-*Scientific and Technical Information

A total of 27 figures is used to display information about (1) a scientific and technical (S&T) information transfer model, (2) United States S&T communication costs, and (3) U.S. S&T literature items. Figures dealing with communication costs include such variables as function, number of scientists or engineers, literature media, current and constant dollars, and process and control share of S&T communication costs. Figures dealing with S&T literature items give information on such variables as number of literature media types, prices in current and constant dollars, distribution, and number of subscriptions. (CMV)

ED 161 454 IR 006 624

Oliver, Michael
Educational Considerations.
Pub Date-29 Nov 77
Note-14p.; Paper presented to the Royal Society Symposium on the Hermes Satellite (Ottawa, Canada, November 29, 1977)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Communication Satellites, *Consortia, Educational Planning, Educational Resources, *Interinstitutional Cooperation, Rural Population, *Telecommunication
Identifiers-Canada

A rationale is offered for the use of communication satellites, which would provide a means for transcending the difficulties of distance, for the formation of academic constellations to conduct courses, coordinate cooperative research activities, and conduct academic business. One means of instituting satellite usage would be the formation of consortia of universities and colleges to share their combined capabilities and to draw on each other's resources. Obstacles to the formation of such a group are discussed, as well as ethical considerations involved when using telecommunication technology to reach remote populations. (RAO)

ED 161 553 PS 010 210

Bluebond-Langner, Myra

Gimme, It's Mine!: Children's Concepts of Ownership as Revealed in Interaction.

Pub Date-Nov 77
Note-16p.; Paper presented at the Meeting of the American Anthropological Association (Houston, Texas, November, 1977)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Environmental Influences, *Interaction Process Analysis, *Preschool Children, Preschool Education, Research, *Social Behavior, Social Environment, *Socialization, Social Relations, *Social Structure
Identifiers-Ownership

This investigation probes nursery school activities and children's interactions in relation to private and communal property. Analysis of 27 hours of taped interaction spread over 4 months of participant observation reveals that children attempt to gain access to private property in a different way than they try to obtain access to communal property. When children requested permission to use other children's private property, their requests were simply granted or denied. Attempts to gain access to communal (school) property often involved disputes. Rules governing private property refer to the owner's control of who, how, for how long and to what end the privately owned object can be used. Communal property was governed by a rule that it had to be shared. Children used private, but not communal, property to gain another's attention, to enter a conversation or change the topic and to influence other children. Formal, daily curriculum activities regularly included lengthy discussions of trespassing and stealing. Highly structured show-and-tell circle time activities focused undivided group attention on objects which children brought from home. Children did not show the same thing two weeks in a row, and school property and school made objects were not shown. It is suggested that cognitive categories and rules explain the observed patterns of interaction. (Author/RH)

ED 161 607 RC 010 885

Banks, Vera J.

Farm Population Estimates for 1977. Rural Development Research Report No. 4.

Economic Research Service (DOA), Washington, D.C. Economic Development Div.

Pub Date-Sep 78

Note-11p.; Not available in hard copy due to small print size of original document; For related document, see ED 148 522

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Agriculture, Birth Rate, Census Figures, Differences, *Geographic Location, *Migration, National Demography, *Population Trends, Regional Characteristics, *Rural Farm Residents, Statistical Analysis, *Tables (Data), Urban to Rural Migration

The U.S. farm population continued its long-term downward trend during 1977, indicating that the population growth characteristic of nonmetropolitan counties since 1970 has not extended to population living on farms. In the 12-month period centered on April 1977, the farm population was 7,806,000, or 450,000 fewer farm residents (5.4%) than in 1976 and 1.9 million fewer (19.6%) than in 1970. However, the 3.3% annual rate of net outmigration (average amount of net migration and reclassification as a percentage of average farm population) for 1970-77 was below the 5-6% rates of the fifties and sixties. Among the country's four geographic regions, the South continued to be the heaviest loser; the West has shown some stability in farm population since 1970. In 1977, the North Central states had almost half the total U.S. farm population (46%), followed by the South (34%), West (12%), and Northeast (7%). As to components of farm population change (births, deaths, net change from migration and residence reclassification), in the April 1976-77 period, 27,000 more births than deaths partly offset the total of 474,000 persons lost through migration or reclassification. For the 1970-77 period, average net loss through migration and reclassification to nonfarm was 301,000 annually, with an average of 28,000 more farm births than deaths. (RS)

ED 161 841 SP 013 216

Simmons, Jeannette, Ed.

Making Health Education Work.

American Public Health Association, Washington, D.C.

Pub Date-Jul 76

Note-154p.; Sponsored by the Upjohn Company, Kalamazoo, Mich.

Available from-American Public Health Association, 1015 Eighteenth Street, N.W., Washington, D.C. 20036 ($4.00)

Document Not Available from EDRS.

Descriptors-Citizen Participation, *Health Education, *Health Programs, *Low Income Groups, *Minority Groups, Program Descriptions, *Program Development, Program Evaluation, Program Improvement, *Program Planning

The information assembled here presents an overall picture of how health education principles were applied in the past decade to health programs serving low-income and minority groups. Ideas, experience, and advice were drawn together from over 100 health education programs, and 17 of these were examined in fine detail at three regional workshops; a national conference of experts then summarized the results for publication. Guidelines are provided in the text for initiating participation and involvement in health programs and for developing, implementing, and assessing the programs, as well as garnering and maintaining support. Suggestions are made for strengthening educational efforts, and deficiencies are pointed out. Appendices provide: (1) three specific project descriptions; (2) steps in program planning; (3) a list of workshop participants; and (4) a list of the participants in the health education conference. A selected bibliography is also included. (DS)

ED 161 864 SP 013 284

Seif, Elliott
A Study of Individualized, Personalized Teaching.
Spons Agency-Temple Univ., Philadelphia, Pa.
Pub Date- 76
Note-67p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Class Management, *Class Organization, Educational Objectives, Elementary Education, *Humanistic Education, *Individualized Instruction, Open Education, *Small Group Instruction, *Teaching Styles

In-depth interviews with eight teachers who consistently and successfully developed individualized, personalized classrooms are reported. The object of this investigation was to determine how these teachers perceive the teaching and learning process and how they view themselves and their development as teachers. The teachers varied in their teaching experience and represented a cross section of elementary school grade levels, but all had in common that they used individualized personalized teaching skills. A series of categories about teaching and teaching styles was developed from the data collected. These categories are presented in different sections, focusing on the teachers' goals, their descriptions of their teaching styles, and their own personal development. An analysis of the data from the interviews is made in each section, followed by a summary of conclusions and implications. (JD)

Jones, Larry R.

Critical Mass Academic Planning. AIR Forum Paper 1978.

Pub Date-22 May 78
Note-20p.; Paper presented at the annual Association for Institutional Research Forum (18th, Houston, Texas, May 21-25, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-College Faculty, *College Planning, Departments, *Educational Demand, Educational Needs, Educational Objectives, Higher Education, *Intellectual Disciplines, Models, *Needs Assessment, Research Needs, *Resource Allocations, Statewide Planning
Identifiers-*Planning Methods

Methods of academic resource planning for research-oriented colleges and universities are explored. Focus is on resource allocation that is not strictly related to overall institutional enrollment level, but with the desirability of maintaining a minimum or ``critical mass'' levels of program breadth and quality. The purpose of critical mass modeling is to facilitate analysis, determination of priorities, and negotiation of academic program alternatives and resources. The critical mass approach would establish a campus-wide process and information base for establishing priorities of academic program development through (1) analysis of existing breadth and depth of faculty expertise in instruction and research at the subdisciplinary level, and (2) identification of subdisciplinary areas in which academic units would likely provide instruction and research in the future. Critical mass denotes the level of course offerings and research that academic units could not reduce and still maintain programs to meet objectives. Critical mass requirements would be set by unit faculty and then be negotiated with academic senates and administrators. The planning process described is designed for medium and large institutions without current formal, comprehensive, and integrated academic/resource planning systems. (Author/JMD)

ED 161 476 JC 780 553

Weiss, Marvin

The Confidence Clinic: A Program for Self-Esteem, Independence, and Career Planning.

Clackamas Community Coll., Oregon City, Oreg.
Pub Date-14 Nov 78
Note-7p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Adult Counseling, Community Colleges, Daily Living Skills, *Females, *Individual Development, Job Search Methods, *Junior Colleges, Problem Solving, Program Descriptions, Self Concept, Self Esteem, *Self Help Programs, Student Personnel Services, Vocational Counseling, *Welfare Recipients, Womens Education

The Confidence Clinic at Clackamas Community College was designed to help women on welfare to achieve and maintain self-sufficiency. The need for such a program was evidenced by the fact that 11% of the county's population were women heads of households who had below median family incomes, and by the apparent increase of such situations. The clinic which is located in a small two-bedroom home on the college campus gives women opportunities for self-evaluation, as well as information on job search techniques, training opportunities, community resources, understanding the problem of single-parent families, adult basic education, general educational development opportunities, driver training, home repairs, child development, family life, vocational and personality testing, personal problem solving, and wardrobe building. During winter and spring 1978, 108 women were referred to the 12-week program by various agencies; 16 of them were enrolled in both terms. The age range of the participants was from 20-60. Over 90% of all the students completing the one-term program got off the welfare rolls and a number of these enrolled in additional educational training at the college or elsewhere. Several found full-time jobs and others got married. The typical schedule of topics for the program is included in the document. (MB)

Karnes, Merle B. And Others
Nurturing Talent in the Visual and Performing Arts in Early Childhood: Art and Music.
Illinois Univ., Urbana. Inst. for Child Behavior and Development.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Sep 78
Grant-OEG-00-75-00232
Note-52p.; For related documents, see PS 010 120, PS 010 146, PS 010 150-55, and PS 010 157
Available from-Publications Office, Institute for Child Behavior and Development, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog #1403.010, $4.00)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Art Education, *Childrens Art, Educational Diagnosis, *Gifted, *Handicapped Children, Instructional Materials, Learning Activities, *Music Appreciation, Music Education, Preschool Education, *Talent Development, *Teaching Guides, Teaching Methods
Identifiers-*RAPYHT Project

This teaching guide suggests practical ideas for encouraging artistic and musical talent in preschool children. It is part of a series of similar guides developed by the RAPYHT Project (Retrieval and Acceleration of Promising Young Handicapped and Talented) for educating young gifted/talented handicapped children and gifted children with no handicaps. The guide is divided into 2 sections. Section I, focusing on artistic talent, emphasizes fostering creativity, encouraging art as a means of nonverbal communication of feelings and ideas, and introducing the child to a variety of materials. Chapters on characateristics which indicate art talent include a discussion and listing of materials for drawing, painting, sculpturing, modeling, making collages, and building (blocks and boxes). Goals and activities for children with artistic talent focus on increasing sensory awareness, technical skill with art materials, a sense for composition, artistic creativity, satisfaction with one's own products, and art appreciation. Section II offers suggestions to help children with musical talent appreciate and produce quality music, respond spontaneously in movement, and express creativity through music activities. A list of characteristics of children with musical talent is included, along with a discussion of general methods of stimulating this talent. Goals and activities are listed under 4 areas: tuneful singing, moving to music, listening to music, and playing instruments. (CM)

ED 161 624 RC 010 906

SCDC Spanish Curricula Units. Spanish SL Strand, Unit 9, Grade 3, Supplement & Ditto Packet.

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Spanish Curricula Development Center, Miami Beach, Fla.

Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.

Pub Date-77

Note-333p.; Not available in hard copy due to sideways reading material; For related document, see RC 010 905

Available from-Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752 (Order No. 266-2, $3.50; reader $0.25)

Language-Spanish; English

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Bilingual Education, Childrens Literature, Cultural Education, Grade 3, Instructional Aids, Instructional Materials, *Language Arts, Language Experience Approach, Learning Activities, Letters (Alphabet), Primary Education, *Second Language Learning, *Spanish, Spanish Speaking, *Visual Aids, Vocabulary Development, *Worksheets, Writing Exercises

Identifiers-Ditto Masters, *Spanish (Second Language)

Along with the short story book "A donde Vamos", this supplement and ditto packet for the Spanish strand of unit nine for third graders presents story illustrations, maps, songs, and written exercises. All of the visual aids are designed to help the teacher successfully carry out the activities included in the teachers' guide to kits 33-36 of the unit. All activities of the four kits are oriented to the basic theme of the nation as a community. Activities centered around illustrations are presented to stimulate oral language and conceptual development and accompany such exercises as retelling of stories and discussing their key concepts and interpretations of pictures. Visual materials are also presented for singing and dramatization of songs and stories, work with cutouts, matching exercises, and other activities. Language on materials for classroom use is in Spanish. Worksheets are intended for presentation under supervision rather than as independent tasks. (DS)

ED 161 641 RC 010 932

SCDC Spanish Curricula Units. Social Science Strand, Unit 7, Grade 3, Teacher's Guide Multi-Ethnic Edition.

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Spanish Curricula Development Center, Miami Beach, Fla.

Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.

Pub Date-76

Note-245p.; Not available in hard copy due to sideways reading material; For related document, see RC 010 933

Available from-Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752 (Order No. 219-0, $4.50)

Language-Spanish; English

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Bilingual Education, *Community Characteristics, Conflict, Cultural Factors, Environment, Ethnic Groups, Grade 3, Instructional Materials, *Learning Activities, Learning Modules, Map Skills, Occupations, Primary Education, Social Problems, *Social Sciences, Social Studies Units, Spanish, *Spanish Speaking, Spiral Curriculum, Student Evaluation, *Teaching Guides, Values

Expanding the conceptual field of the child from his neighborhood to the total community, this social science unit for Spanish-speaking third graders presents instructional and assessment activities in kits 25-28. Activities address four spiraling questions pertaining to the elements, wants and needs, change occurrence, and results of change. Focus, objective, and materials needed for each activity in the kits are outlined in English and Spanish; detailed teacher instructions are in Spanish only. Inquiry strategies in both cognitive and affective domains are used along with stories, games, visuals, a field trip, research on biographies, and the child's own experiences. Kits cover occupations; needs; human interaction; man/environment interrelationships; concepts of interdependence, cooperation, values, power, conflict, differences, societal control, tradition, causality, cultural change, and modification; community past, present, and future as reflected in landmarks; construction projects; traditional events; ethnic groups; universal social issues; cultural influence/persistence; adaptation; and natural resources. (RS)

ED 161 659 RC 010 950

SCDC Spanish Curricula Units. Spanish SL Strand, Unit 8, Grade 3, Supplement & Ditto Packet.

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Spanish Curricula Development Center, Miami Beach, Fla.
Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.
Pub Date-76
Note-368p.; Not available in hard copy due to sideways reading material; For related document, see RC 010 949
Available from-Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752 (Order No. 248-4, $3.50; readers $0.25 each)
Language-Spanish; English
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Bilingual Education, *Childrens Literature, Community Characteristics, Grade 3, Grammar, Instructional Aids, Instructional Materials, Language Arts, Learning Activities, Numbers, Primary Education, Reading Materials, *Second Language Learning, *Spanish, Spanish Speaking, *Visual Aids, *Worksheets, Writing Exercises
Identifiers-Ditto Masters, *Spanish (Second Language)

Supplementary instructional aids and two small pupil readers for unit eight of the Spanish as a Second Language strand developed for grade three are designed for use with the teacher's guide. Illustrations and worksheets for kits 29-32 are to help the teacher carry out learning and assessment activities which will provide the English-dominant child with structures and vocabulary for effective communication in a bilingual environment. The two Spanish illustrated books for children contain a list of new words with page numbers on which they appear. The supplementary materials, which are all in Spanish, accompany activities supporting a basic theme of communities in the nation. Many of the visuals are for use with the reading materials; ditto masters are for seatwork by students and for class activities. In addition to visuals for stories, there are materials pertaining to grammar, numbers, a classroom song, communities, and games. The timetable for using these books and materials is in the teacher's guide. (RS)

ED 161 682 SE 024 996

Stoller, Jane E. Willson, Victor L.

Predicting Teacher NTE Scores in Mathematics. Research Paper No. 15.

Minnesota Univ., Minneapolis. Coll. of Education.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Sep 77
Grant-NSF-GW-6800
Note-11p.; For related documents, see SE 024 989-999 and ED 148 632-640; Contains occasional light and broken type
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Achievement, *Educational Research, Mathematics Education, *Mathematics Teachers, *Predictor Variables, Science Education, *Science Teachers
Identifiers-*Minnesota Research & Evaluation Project, National Science Foundation, Research Reports

Score on the Mathematics Test of the National Teacher Examinations (NTE) was the dependent variable in a stepwise multiple regression using personological variables of in-service teachers as regressors. Two variables number of semester hours credit in mathematics, and grade level of teaching accounted for 61 percent of the observed NTE score variance. Predicted and obtained NTE scores were compared for a trichotomous division of teachers into low, middle, and high achievement. The prediction seems adequate for use in classifying teachers by achievement in research studies without requiring costly and time-consuming testing. (Author/HM)

ED 161 733 SE 025 199

National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Composite I (Environmental Engineering/Health).

National Field Research Center Inc., Iowa City, Iowa.
Spons Agency-Environmental Protection Agency, Washington, D. C.
Pub Date-78
Grant-EPA-T-900591
Note-584p.; For related documents, see SE 025 197-211; Photographs may not reproduce well
EDRS Price MF-$1.16 HC-$31.47 Plus Postage.
Descriptors-Acoustics, Air Pollution Control, Curriculum, Employment, Energy, Engineering, *Environmental Education, Graduate Study, Health Education, *Higher Education, *National Surveys, Pesticides, *Postsecondary Education, *Program Descriptions, Radiation, *Science Education, Sciences, Waste Disposal, Water Resources
Identifiers-Solid Wastes, Waste Water Treatment, Water Treatment

This report presents a summary of a survey of education and training programs in junior colleges, vocational/technical training institutes, community colleges, four-year colleges, and universities as well as other training institutions. It represents a sample, only, of the various programs available nationwide. The programs presented here have a focus or emphasis on two or more environmental areas or are environmentally-related, but are not specific to any one area. This report includes engineering/health programs. Ninty-three programs were surveyed in 32 states. Statistics are given on: (1) states, institutions, programs, and degrees; (2) enrollment, graduates, and faculty; (3) curricula; (4) research funding and sources of financial support; and (5) employment. (BB)

ED 161 818 SO 011 295

Brown, E. Leonard

Internships for the Undergraduate Major at the Liberal Arts College.

Pub Date-78

Note-9p.; Paper presented at Annual Meeting of the National Council for Geographic Education (Milwaukee, Wisconsin, October 18-21, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Career Awareness, *Field Experience Programs, *Geography, Geography Instruction, Higher Education, *Internship Programs, Program Descriptions, Relevance (Education), Student Experience, *Vocational Education

An undergraduate internship program in the geography department at Wittenberg University, Ohio, is described. During the late 1960s and early 1970s all vocational-type programs at Wittenberg were eliminated except those within education and business departments. However, members of the geography department recently decided to incorporate a field-experience component so that students would be adequately prepared to enter the rapidly changing vocational, technical world. Geography internships were developed in areas of urban planning, cartography, environmental protection, and social action. As a first step, students discuss possible programs with a faculty advisor, meet with former interns, and then contact potential sponsors. Taken as one-third of the academic load, the internships are for one-term duration and cannot be for pay. Students spend between 10 and 15 hours per week on the job. Student evaluation is done weekly by the faculty advisor in consultation with the supervisor at the sponsoring agency. Formal evaluation is based on a required written work diary. Program evaluation involves an informal system of reports by the interns and their supervisors. Two benefits of the internship program have been identified: students benefit from their exposure to the real problems facing community agencies, and graduates entering the job market feel their internships have made them stronger competitors for employment. (AV)

Aronson, Margot, Ed.
Peace Corps Program & Training Journal, Vol. IV, No. 6.
Peace Corps, Washington, D.C.
Pub Date-77
Note-78p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Developing Nations, *Development, Feminism, *Human Resources, *International Programs, Living Standards, Voluntary Agencies, Volunteers, *Womens Education, Womens Studies, World Affairs
Identifiers-*Peace Corps

This issue addresses the problems of women in developing countries, and the role of the Peace Corps in developing programs which respond to the needs of women of the Third World. Articles are presented on: (1) the adverse impact of development on women; (2) appropriate technology for women of the developing countries; (3) the transfer of technology to women; (4) placing women in male-dominated jobs (and vice versa); (5) the young women of Nepal's national development service; (6) an integrated medical approach to malnutrition in developing countries; (7) crafts projects for women; (8) women as volunteers; and (9) role analysis as a tool for women in development programmers. (BB)

ED 161 309 HE 010 424

Bryan, Donna Forman, David C.
Characteristics of SUN Learners (First Five Offerings). Statistical Summary No. 4.
University of Mid-America, Lincoln, Nebr.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Mar 77
Contract-NIE-G-75-001
Note-44p.; For related documents see HE 010 410 - HE 010 428
Available from-Office of Public Affairs and Information Services, University of Mid-America, Box 82006, Lincoln, Nebraska 68501
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Adult Education, *Adult Students, Age, Aspiration, Delivery Systems, Educational Television, Females, Higher Education, Institutional Research, *Nontraditional Students, Open Enrollment, Research Projects, School Surveys, Statistical Data, *Student Characteristics, Telecourses, *Television Research
Identifiers-*State University of Nebraska, University of Mid America NE

Based on a period of two and one-half years, during which the State University of Nebraska (SUN) has offered 15 multimedia courses to Nebraska learners, this report offers a statistical summary of student characteristics. The courses offered include: Accounting I, Accounting II, Adams Chronicles, American Economy, Anyone for Tennyson, Classic Theatre, Consumer Experience, Freehand Sketching, Fundamentals of Computer Science (Making It Count), History of Nebraska, Home Gardener, Introductory Psychology, Learning Disabilities, Psychology II, and Writing for a Reason. Data were gathered from the registration form and the Student Information Questionnaire. General demographic profile of SUN learners has not changed appreciably since profiles during earlier course offerings. Tabular data are provided on: demographic profile of learners who enroll in one and more than one offering; median age; distribution of sexes; marital status; family status; annual income; size of town resided in; percentage of homemakers; highest level of formal education completed; time since last formal educational experience; learners previously enrolled in SUN; highest degree desired; three types of goals; and greatest concern. (LBH)

ED 161 369 HE 010 600

Jenny, Hans H.

Institutional Financial Assessment: Methodology and Meaning. AIR Forum Paper 1978.

Pub Date-May 78

Note-13p.; Paper presented at the annual Association for Institutional Research Forum (18th, Houston, Texas, May 21-25, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-College Administration, Educational Assessment, Educational Finance, *Educational Quality, *Financial Needs, *Financial Policy, *Higher Education, Institutional Characteristics, *Institutional Research, Needs Assessment, School Accounting, *School Funds

Some approaches to the financial analysis of educational institutions are discussed. Higher education, and education in general, is viewed as a service industry that relies on human effort, and knowledge about human performance is held to be a prerequisite to understanding how changes in budgets affect educational quality. Long-range planning in higher education is essential to financial assessment, and judgment about the relative adequacy of given financial data depends on knowledge of an institution's educational objectives. Indices of educational quality should identify changes in the quality of personnel performance and of practices concerning the curriculum, and careful attention should be given to value-added quality indicators, particularly when student quality and progress are being assessed. All financial accounting should include deflated expenditure data in order to reflect the impact inflation has on real spending. Prevailing accounting and financing practices tend to ignore the crucial role played by capital in educational institutions. The size of available expendable resources is one important aspect for consideration in assessing institutional financial health. A study by Bowen and Minter is discussed, and a list of characteristics of a quality institution is appended. (SW)

ED 161 389 HE 010 623

Rose, Clare And Others

Responsiveness vs. Resources: The Implementation and Impact of Affirmative Action Programs for Women Scientists in Postsecondary Education. AIR Forum Paper 1978.

Pub Date-May 78
Note-30p.; Paper presented at the annual Association for Institutional Research Forum (18th, Houston, Texas, May 21-25, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Affirmative Action, Biological Sciences, Comparative Analysis, *Employment Trends, Engineering, Enrollment Trends, Equal Opportunities (Jobs), *Females, Graduate Study, Higher Education, Institutional Research, Interviews, Physical Sciences, Sciences, *Scientists, *Sex Discrimination, Social Sciences, Surveys, Trend Analysis, *Womens Education
Identifiers-Site Visits

A series of statistical analyses was conducted of institutional and departmental trends in women's graduate enrollment and employment in science and engineering in the 50 leading doctorate-granting institutions. Site visits to a diverse group of nine selected institutions were conducted. The schools were selected to be representative of the total sample of 50 institutions. The site visits allowed probing behind the statistical data in order to understand more fully the institutional and departmental processes involved in the employment, retention, and advancement of women scientists. The findings from the site visits are discussed. Interviews were conducted with administrators, faculty, and graduate students in the following fields: engineering, physical sciences, environmental sciences, mathematical sciences, life sciences, psychology, and social sciences. Following the national figures, the percentage of women employed in science and engineering fields within the schools visited, as well as within the 50 schools, is 16 percent. Women in psychology is 22 percent, the life sciences 20 percent, and the social sciences 4.6 percent, and in the physical sciences 6.0 percent. Other information is presented and analyzed and statistical tables are included. (SW)

ED 161 408 IR 006 185

LeRoy, Judith

Ascertainment of Community Needs in Jacksonville. Second Annual Survey.

Pub Date-Oct 76
Note-26p.; For related documents, see IR 006 184-190
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-City Problems, *Community Surveys, Consumer Economics, Crime, Interviews, Local Issues, *Needs Assessment, Political Issues, Programing (Broadcast), *Public Opinion, *Public Television

In June 1976, telephone interviews were conducted with members of 297 randomly selected Jacksonville households by the Florida State University Communication Research Center to provide Florida public television broadcasters with information for developing programming plans which deal with current local issues and needs. After giving information regarding local residence and TV viewing habits, respondents were asked if they perceived any personal effects of potential problems presented in a 33-item checklist. The checklist was followed by a series of open-ended questions on local, state, and national problems. Results were very consistent with those of a similar Jacksonville survey in 1975. The checklist indicated that economic issues were perceived as dominant. In second place were concerns over crime, which had risen sharply from the previous year. Similar concerns were ascertained from the open-ended questions. Demographic data and comparisons are included in the report. (CMV)

ED 161 455 IR 006 640

The Value of Information: Collection of Papers Presented at 6th Mid-Year Meeting of the American Society for Information Science.

American Society for Information Science, Washington, D.C.
Pub Date-May 77
Note-222p.
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Conference Reports, Data Bases, Graphs, *Information Retrieval, *Information Science, Library Automation, *Library Science, On Line Systems, *Professional Associations, Tables (Data)

This collection of 39 papers represents the majority of presentations made at the ASIS Mid-Year Meeting at Syracuse University, May 19-21, 1977. Contents are arranged in alphabetical order by first author. The number preceding the author's name coincides with the numbered sequence of presentations in the program bulletin for the meeting. This collection was assembled for the convenience of the participants at the conference to facilitate information interchange. (Author/JPF)

ED 161 515 PS 010 052

Ryan, Patricia And Others

Foster Parent Training Project: Course Outlines. (Revised Edition).

Eastern Michigan Univ., Ypsilanti.
Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md. Center for Studies of Metropolitan Problems.
Pub Date-Apr 77
Note-120p.
Available from-Foster Parent Education Program, Eastern Michigan University, Ypsilanti, Michigan 48197 ($2.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Adjustment (to Environment), Adjustment Problems, Child Abuse, Child Development, Course Descriptions, *Curriculum Guides, Emotional Development, Foster Children, *Foster Family, Instructional Materials, Learning Activities, *Parent Child Relationship, *Parent Role, *Training
Identifiers-*Foster Parent Training Project

These course outlines were prepared for project instructors involved in training foster parents. The courses are designed for a 24-hour discussion format. Each course outline provides a statement of general objectives, a list of specific goals to be achieved in the course, important points to be emphasized and suggested activities and reading materials for trainees and instructors. Useful multi-media materials are also listed. Course outlines deal with the following areas: the role of foster parenting and the problems of separation; the place of the natural family, the foster family, and the ideal (fantasy) family in the child's emotional development; fostering infants, preschool, school-age, and teenage children; guiding the sexual development of the foster child; fostering the mentally retarded, the physically handicapped, the emotionally disturbed, and the battered and abused child; handling lying, dishonesty, and disruptive behavior; communicating and working with professionals and natural families; helping foster, adoptive and biological children cope together as a family; and the role of the foster parents in assessing and planning for the child's physical, emotional, social, and cognitive development. An instructor's manual which discusses teaching philosophy and discussion techniques is also available. (CM)

SCDC Spanish Curricula Units. Science/Math Strand, Unit 4, Grade 2, Supplements & Ditto Packet.

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Spanish Curricula Development Center, Miami Beach, Fla.
Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.
Pub Date-74
Note-165p.; Not available in hard copy due to sideways reading material; For related document, see RC 010 820
Available from-Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752 (Order No. 171-2, $3.00)
Language-Spanish; English
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Addition, *Bilingual Education, Botany, Elementary School Mathematics, Elementary School Science, Grade 2, Instructional Aids, Instructional Materials, Learning Activities, *Mathematics Materials, Numbers, Primary Education, *Science Materials, *Spanish Speaking, Subtraction, *Visual Aids, *Worksheets, Zoology
Identifiers-Ditto Masters

Designed for use with unit four of the science/math strand for second graders, the supplement and ditto packet contain visuals, worksheets, and instructional aids referred to in the teacher's guide corresponding to this unit. The brief introductions to kits 13-16 are written in both English and Spanish; all classroom materials for students are in Spanish only. The illustrations and materials for seatwork by students pertain to concepts in math such as measurement of volume or longitude, comparison of numbers as to greater or smaller, addition and subtraction combinations, parenthesis in addition combinations, operational symbols, counting to 100, and money values. In science, the materials are to help the teacher present learning activities about plants; animals; use of the five senses to observe, manipulate, and describe; changes in objects caused by environment; changes in man caused by age; and classification of living and nonliving things. The worksheets are to be presented under supervision rather than as independent tasks. (RS)

ED 161 781 SO 011 195

Brown, William H., Ed.

Learning in Adolescence. The Andover Review: A Journal for Secondary Education, Spring 1978. Phillips Academy, Andover, Mass.

Spons Agency-Ford Foundation, New York, N.Y.

Pub Date-78

Note-189p.

Available from-Linda L. Fisher, Managing Editor, The Andover Review, Phillips Academy, Andover, Massachusetts 01810 ($3.00, paper copy)

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors-*Adolescence, *Adolescents, Age Groups, Cognitive Development, Educational Objectives, Futures (of Society), *Individual Development, Individual Psychology, *Learning Characteristics, Learning Motivation, Learning Processes, Learning Theories, Parent Child Relationship, Parent Influence, Periodicals, Secondary Education, *Social Change, Student Teacher Relationship, Teacher Role, Teenagers, *Values, Youth

The document comprises two issues of a journal devoted to learning and adolescence. Each issue contains articles which were contributed by participants in a conference on learning and adolescence held at Phillips Academy, Andover, Massachusetts, in 1977. Articles in the Spring issue deal with formation of adolescents' values, observations of adolescent thought patterns by a junior high school English teacher, child and adolescent development, biological and emotional maturation, and teaching for cognitive development. The Fall issue presents articles on reasoning modes and processes, teaching adolescents to review literature, paying attention to adolescents, educational research, adolescent needs, career choices, and the anatomy of learning. Graphics and poetry selections are included in each journal issue. (DB)

ED 161 865 SP 013 285

A First Year Look at the National Diffusion/Adoption Network. Program Highlights.

Magi Educational Services, Inc., Port Chester, N.Y.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date- 75
Note-8p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Demonstration Projects, Diffusion, Educational Innovation, Federal Programs, *Information Dissemination, *Information Networks, *Program Descriptions, *Project Applications, School Districts
Identifiers-*National Diffusion Network

This report describes the National Diffusion/Adoption Network, who is involved with it (developer/demonstrators, state facilitators, state education agencies, the U.S. Office of Education, and local school districts), and what happened during the first year of its operaton. (DS)

ED 161 431 IR 006 389

True, John F. Davis, Lloyd D.
The University of Tennessee at Chattanooga Computer Services Plan.
Tennessee Univ., Chattanooga.
Pub Date-1 Sep 77
Note-46p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Administrative Policy, Computer Assisted Instruction, *Computer Oriented Programs, Computers, Educational Facilities, Higher Education, Interagency Coordination, Needs Assessment, *Program Descriptions, *Program Planning, *Services, Universities

The computer services program at the University of Tennessee is described in terms of (1) goals, (2) computer services organization, (3) academic services, (4) administrative services, (5) research services, (6) public services, (7) user education, (8) coordination with outside agencies, and (9) administrative policies. The above services, activities, and policies are described in the context of major accomplishments during 1976, plans for 1978, and projected needs through 1980. (CMV)

ED 161 572 RC 010 751

Evaluation Title IV Program Indian Education Act. Rice School District No. 20, San Carlos, Arizona.

National Indian Training and Research Center, Tempe, Ariz.
Pub Date-Jun 78
Note-32p.; Appendix D may not reproduce well due to small print size
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Advisory Committees, *American Indians, Counseling Programs, *Elementary Education, Library Technicians, *Needs Assessment, *Parent Participation, Parent School Relationship, Program Development, *Program Evaluation, School Community Cooperation, School Newspapers, Supplementary Reading Materials, Tutoring
Identifiers-*Rice Arizona Elementary School District, San Carlos Apache (Tribe), San Carlos Apache Indian Reservation AZ, School Pictures

A needs assessment survey to determine the kinds of activities that would best serve the motivational and academic needs of Apache students was submitted to 900 parents of children attending the Rice Elementary School District on the San Carlos Apache Indian Reservation, Arizona. The six top priority items suggested by the parents included home reading material, tutoring aides, school pictures, a school monthly newspaper, a counselor program, and a parent committee. All of these ideas were implemented in the school program. A parent committee of 38 members was elected to set policies and guidelines for the operation of the Title IV program. In the course of the 1977-78 school year 12 members attended more than half of the meetings and were actively involved in planning. When asked to appraise each of the program components, a large majority of the school staff supported home reading material, counseling, and the use of a library aide. The newspaper, school pictures, and tutoring were supported by less than a majority of the staff. Opposing viewpoints between the teaching staff and parent committee indicated the need for increased communication and interaction between the two groups. An appendix provides a suggested needs assessment format, a counselor's statistical report, the tutor workshop training outline, and an excerpt from the school newspaper. (DS)

Costanzo, Richard Williams, Frederick B.

The Volunteers Speak Again: The Second Annual Survey of Peace Corps Volunteers.

Peace Corps, Washington, D.C.
Pub Date-Dec 77
Note-119p.; For related document, see ED 136 007; Contains light and broken type
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-Developing Nations, *International Programs, *Job Satisfaction, *Program Attitudes, *Program Effectiveness, Program Evaluation, Recruitment, *Surveys, Voluntary Agencies, *Volunteers, Work Attitudes, Work Experience
Identifiers-*Peace Corps

Questionnaires were sent to all active Peace Corps volunteers between July and September 1976. Completed questionnaires were returned by 62% of the volunteers who were in the field at the time of the survey. Analyses were conducted to provide basic descriptive information about volunteers, information on differences between groups or types of volunteers, and an examination of a few special issues. Comparisons were made between the results of the 1975 and 1976 surveys. Some of the results are: (1) 67% and 69% of the respondents to the 1975 and 1976 surveys, respectively, reported that their jobs were useful to the development of the host country; (2) 83% and 84% of the respondents reported that they were positive in their feelings toward the host country people; and (3) the respondents to the 1975 and 1976 surveys had mean scores of 495 and 500 on the volunteer Psychological Well-Being Index. (Author/BB)

ED 161 842 SP 013 217

Spillane, Robert R. Levenson, Dorothy

Management by Objectives in the Schools.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.
Pub Date-78
Note-43p.
Available from-Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, Indiana 47401 ($0.75)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Administrator Guides, Educational Accountability, Educational Administration, Educational Planning, *Management by Objectives, *Management Systems, Measurement Goals, *Organizational Effectiveness, Systems Approach

Directed primarily toward those concerned with school administration, this guide describes a Management by Objectives (MBO) System and its application in a local school district. Three basic steps are outlined in the system approach: annual district-wide goals are set by the board of education in consultation with management personnel at all levels and representatives of staff, students, and community; the school district organizational chart lays out administrative staff responsibilities for achieving school district objectives; and goals and objectives are set for each school. The operation of this system in the New Rochelle, New York, school district is described in depth, including background planning, goals and objectives, a school profile, and community involvement. Other topics include measurability, benefits, and hiring, firing, and supervising practices in an MBO system. (DS)

Kells, H. R. Kirkwood, Robert

Analysis of a Major Body of Institutional Research Studies Conducted in the Northeast, 1972-1977: Implications for Future Research.

Pub Date-12 Oct 78
Note-18p.; Paper presented at the Northeast Association for Institutional Research meeting (State College, Pennsylvania, October 2, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-College Administration, *College Programs, Comparative Analysis, *Educational Assessment, Evaluation Needs, Geographic Regions, Higher Education, *Institutional Characteristics, *Institutional Research, *Research Needs, Self Evaluation, Surveys, Trend Analysis
Identifiers-Educational Outcomes, Institutional Evaluation

An analysis was conducted of over 200 self-study processes undertaken during 1971-77 as part of the institutional accreditation process in the Middle States region. Coordinators of 247 self-study projects were surveyed to secure facts and opinions about institutional characteristics, self-study process characteristics, and satisfaction with the process. It appeared that two thirds of the institutions were either advised to or had to use comprehensive studies, because ongoing study at the institution was limited. No institution could rely on its present institutional research capacity to stand in lieu of fresh study initiative. Curriculum (or program-related studies) was the area chosen for study most often, governance studies, goal achievement (outcomes) studies, and studies of student services were next. The publicly-sponsored institutions did significantly more studies of institutional capacity, student services and remedial education, and less financial studies. The associate degree institutions did no financial studies, much more in the student services area, and very much more in the remedial-developmental areas. At least one type of outcome study was undertaken by 88 percent of the institutions. The most popular types of outcome studies were the alumni followup, attrition/retention study, and studies in which students were asked to respond concerning programs and services. There was a low level of study regarding student development areas in both the cognitive and affective domains. Suggestions are offered for areas that need more attention by institutional research programs at colleges and universities. (SW)

ED 161 456 IR 006 663

Homberg, Erentraud, Comp.
Children and Parents in our Television Programmes.
Prix Jeunesse Foundation, Munich (Germany).
Pub Date-Jun 77
Note-26p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Broadcast Television, *Childrens Television, *Family (Sociological Unit), Foreign Countries, International Programs, *Parent Child Relationship, *Programing (Broadcast), Role Models, Seminars

Researchers and practitioners of commercial television met for three and a half days for an international seminar to examine the portrayal of the relations between children and parents in television programing, and the effects of television on the family unit. This report provides abstracts of the lectures by nine researchers and producers addressing such issues as psychology of styles in television media usage, effects of television on the family, dissemination of educational ideologies, and emotional reactions of children to television programs. In addition to the lectures, excerpts showing family scenes characteristic of television programs in each country were screened by producers from Sweden, Hungary, the USA, Japan, England, Germany, and Iran. Participants in group discussions, despite the differences in their cultural backgrounds, seemed to share some major areas of concern in programing, including (1) avoiding over-idealization and over-dramatization in programing; (2) not shattering conventional family structures, but carefully altering them; (3) showing reality with its conflicts; (4) conveying self-confidence, security, and mental stimuli to underprivileged children; and (5) conveying democracy and solidarity to the family. Some suggestions for dealing with such concerns are included. (CMV)

ED 161 496 JC 780 575

Breen, Edward Dulaney-Sorochak, Jeanne

Grading Policies of the Public Two-Year Community Colleges in Michigan, Fall 1977.

Macomb County Community Coll., Warren, Mich.
Pub Date-10 Feb 78
Note-19p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Academic Failure, Administrative Policy, Community Colleges, Credit No Credit Grading, Credits, Grade Point Average, *Grades (Scholastic), *Grading, *Junior Colleges, Pass Fail Grading, Student Evaluation

An examination of the grading policies at the 29 Michigan community colleges is presented. Six major classifications cover all grades given at the colleges: main grading system, pass-fail grades, withdrawal grades, incomplete grades, and audit options. The most common grade policy, used by 24 of the colleges, is the five grade system assigning both a letter and a number of honor or grade points to each grade. One college records only passing grades and does not assign any grade point value. Four colleges use variations of the honor point system which allow more distinctions within the range of excellent to failing, i.e., the decimal grade system (4.0, 3.5, 3.0, etc.) and the twelve point system (A+ 12, A 11, A- 10, etc.). Several schools, in addition to the grade point system, have a second system where the student receives simply a mark of pass or fail. Seventeen colleges distinguish between a withdrawal made while the student is passing and one made while the student is failing. At seven schools the student who withdraws while failing is penalized by having those credit hours calculated in the GPA as if the course were failed. All the colleges have an incomplete grade though they differ in the time allotted for resolution of the incomplete. All but six colleges mention a system whereby a student can audit a class. State legislation requiring the reporting of student credit hours is also discussed. (MB)

ED 161 554 PS 010 213

Child Cancer Control. Report on a Working Group.

World Health Organization, Copenhagen (Denmark). Regional Office for Europe.
Pub Date-78
Note-43p.
Available from-WHO Regional Office for Europe, Scherfigsvej 8, 2100 Copenhagen 0, Denmark (Report No. ICP/CAN 002, no price quoted)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Child Welfare, Clinical Diagnosis, Conference Reports, Death, *Disease Control, Disease Rate, *Environmental Influences, Foreign Countries, *Health Services, Identification, *Medical Care Evaluation, Medical Treatment, Prevention, Tables (Data)
Identifiers-*Cancer, Europe, *World Health Organization

This World Health Organization (WHO) report on the proceedings of a Working Group on Child Cancer Control was prepared by the WHO Regional Office for Europe. The working group met in Prague in April 1977 and was comprised of representatives from 14 European countries. Its task was to review existing methods of child cancer control, the efficacy of treatment and management methods, and the possible role of environmental factors. The report presents numerous tables of child cancer morbidity and mortality figures in the European region, and evaluates the positive and negative consequences of treatment of different kinds of malignant diseases and after effects of treatment. Prevention is considered from different points of view: genetic, physical, chemical, and biological. Identification of high-risk groups, effects of environmental factors, and early screening and diagnosis are briefly discussed. Special child-oriented organization of cancer control, including registraction, nomenclature classification and relationship of child cancer control to other health services, is discussed at length. Recommendations are made pertaining to future directions for research in cancer treatment, registration, nomenclature and classification, location of paediatric cancer units, evaluation of delayed side effects of treatment, rehabilitation measures and prevention and early diagnosis. (CM)

ED 161 608 RC 010 888

Swan, Malcolm, Comp. And Others

Research in Outdoor Education: Summaries of Doctoral Studies, January, 1978.

Pub Date-Jan 78

Note-134p.; For related document, see ED 088 636; Not available in hard copy due to publisher's preference

Available from-AAHPER Publications, 1201 16th St., N.W., Washington, D.C. 20036 ($4.50)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Abstracts, Administration, *Annotated Bibliographies, Camping, Conservation Education, *Doctoral Theses, *Environmental Education, Field Experience Programs, Historical Reviews, Organization, *Outdoor Education, *Program Development, Program Evaluation, *Teacher Education

Supplementing the first volume of ``Research in Outdoor Education: Summaries of Doctoral Studies'' published in 1973 (ED 088636), this second volume contains some 121 dissertations, most of which were completed since 1972. All studies in environmental, conservation, and outdoor education were examined; those containing reference to ``field experience'' or to the provision of educational experiences outside the classroom are included. The criterion definition applied was ``The use of materials and resources found outside the classroom to meet educational objectives.'' Generally, these studies fall into five major categories: (1) proposals for new program developments; (2) organization and administration; (3) historical analysis; (4) teacher education; and (5) evaluation. Listed in alphabetical order by author's name, each summary consists of a brief statement of the problem, the procedure followed, and a resume detailing results and conclusions. Ordering numbers and ordering information are included. An author index precedes the summary section and includes the title of the author's dissertation. (JC)

ED 161 625 RC 010 907

SCDC Spanish Curricula Units. Fine Arts Strand, Unit 9, Grade 3, Teacher's Guide.

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Spanish Curricula Development Center, Miami Beach, Fla.

Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.

Pub Date-77

Note-187p.; Not available in hard copy due to sideways reading material; For related document, see RC 010 908 ; Parts marginally legible due to print and some small type

Available from-Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752 (Order No. 259-X, $4.50)

Language-Spanish; English

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Bilingual Education, Cultural Education, Dance, *Fine Arts, Grade 3, Instructional Aids, Instructional Materials, *Learning Activities, Learning Modules, Movement Education, Music Activities, *Music Education, Primary Education, Singing, *Spanish, Spanish Speaking, Spiral Curriculum, Student Evaluation, *Teaching Guides, Vocal Music

The fine arts strand of unit nine for third graders is oriented toward the basic theme of the nation as a community. While kits 33-36 teach the child music theory, creative dramatics, songs, and dancing, they also deal with 4 spiraling questions pertaining to the individual, his alternatives, how he can initiate change, and the results of change. This teacher's guide contains fine arts instructional and assessment activities. Focus, objectives, and materials for each activity are given in English and Spanish, with teacher instructions only in Spanish. Songbooks accompany each of the four kits and a cassette (available separately from the Dissemination Center) records the vocal and instrumental selections. Group and seatwork activities are described, including such exercises as singing songs, discussing their meanings, and relating them to the spiraling questions. Specific music concepts explored include the relation between sounds and music symbols; note staff positions; the timbre of string instruments; two part harmony; the metric value of the quarter, eighth, and sixteenth notes; and music styles, expression and rhythm. Assessment activities provide appropriate testing materials by which to measure the child's knowledge acquired in the instructional activities and to determine concepts needing reinforcement. (DS)

ED 161 683 SE 024 997

Welch, Wayne W. Willson, Victor L.

Evaluation of Implementation Projects Supported by the National Science Foundation. Research Paper No. 17.

Minnesota Univ., Minneapolis. Coll. of Education.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Jul 75
Grant-NSF-GW-6800
Note-16p.; For related documents, see SE 024 989-999 and ED 148 632-640
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Change Strategies, *Educational Assessment, Educational Development, *Educational Research, Elementary Secondary Education, *Information Dissemination, *Program Evaluation, Research Methodology, *Science Curriculum, Science Education
Identifiers-*Minnesota Research & Evaluation Project, National Science Foundation, Research Reports

This study focused on the evaluation of the delivery system of five different projects supported by the National Science Foundation. Seven general factors proposed by Havelock were used to identify the difference among various delivery systems. A series of on-site visits, interviews, observations, and questionnaires were used to describe the major characteristics of the delivery system of each project. A panel of nine judges used the collected information to rate each delivery system against Havelock's factors. A two-way analysis of variance with repeated measures was used to analyze the data. Results showed that differences existed among projects in the extent to which they met the factors taken as a group. (HM)

ED 161 734 SE 025 200

National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Composite II (Education/Ecology).

National Field Research Center Inc., Iowa City, Iowa.
Spons Agency-Environmental Protection Agency, Washington, D. C.
Pub Date-78
Grant-EPA-T-900591
Note-339p.; For related documents, see SE 025 197-211; Photographs may not reproduce well
EDRS Price MF-$0.83 HC-$18.07 Plus Postage.
Descriptors-Curriculum, *Ecology, Employment, Engineering, Environmental Education, Graduate Study, Health Education, *Higher Education, *National Surveys, *Postsecondary Education, *Program Descriptions, Science Education, *Sciences

This report presents a summary of programs in junior colleges, vocational/technical training institutes, community colleges, four-year colleges, and universities as well as other training institutions. It represents a sample, only, of the various programs available nationwide. The programs presented here have a focus or emphasis on two or more environmental areas or are environmentally-related but are not specific to any one area. The report is divided into engineering/health programs and education/ecology programs; 93 of the first group programs were surveyed in 32 states, and 37 of the second group programs were surveyed in 17 states. Statistics are given on states, institutions, programs, and degrees; enrollment, graduates, and faculty; curricula; research funding and sources of financial support; and employment. (BB)

Problem Solving: Opening the Door Using the Mini-Calculator. Problem Solving Project.

Pub Date-75
Note-25p.; For related documents, see SE 025 249-250; Marginally legible
Available from-ERIC Clearinghouse for Science, Mathematics, & Environmental Education, The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (on loan)
Document Not Available from EDRS.
Descriptors-*Calculation, Elementary Education, *Elementary School Mathematics, Instruction, *Instructional Materials, *Learning Activities, Pattern Recognition, *Problem Sets, *Problem Solving
Identifiers-*Calculators, Estimation, Number Operations

Five different ways are outlined in which calculators can be used to develop a student's ability: (1) to solve problems which use real-world data; (2) for solving a greater number of standard word problems; (3) for using different approaches to solve problems; (4) for extending problem situations; and (5) for using the calculator in an experimental setting. Each section presents problems which exemplify these five uses of the calculator. (MP)

ED 161 800 SO 011 266

Williams, Karen A.

Family Oriented Field Experience in Geography.

Pub Date-20 Oct 78
Note-16p.; Paper presented at Annual Meeting of the National Council for Geographic Education (Milwaukee, Wisconsin, October 20, 1978); Illustrations of slides on pages 8, 10-12 may not reproduce clearly
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Course Descriptions, Cross Age Teaching, Curriculum Development, Educational Innovation, Educational Objectives, Environmental Education, Extended Family, *Family (Sociological Unit), *Field Experience Programs, Geographic Concepts, Geographic Regions, *Geography Instruction, *Group Instruction, Higher Education, Human Geography, Interpersonal Relationship, Learning Activities, Parent Child Relationship, Physical Geography, Student Participation, Student Role, Teacher Role, Teaching Methods

A family-oriented geography field course about the southwestern United States was conducted in 1978 by a community college in Michigan (Delta College). Course activities took place in Colorado. The major purpose of the field experience was to offer learning experiences to family groups rather than to individual students. For purposes of the field course, the family was interpreted to include nuclear families, single parent families with children, couples, and single person families. Teaching methods were based on the multiple age structure and multiple learning levels of the family unit. The course centered on five topics: (1) topography, flora, and fauna of the Colorado Plateau along the Colorado River; (2) cultural aspects related to settlement patterns of the area; (3) institutional aspects such as visitor centers, museums, mines, and businesses; (4) group dynamics involved in interactions between students of various ages, instructors, and resource persons; and (5) social aspects of potlucks, campfires, and recreation. Activities involved participants in traveling from Michigan to the Southwest, camping, rock identification, writing and art exercises, group discussion, and compiling and viewing slide shows. Feedback indicated that participants enjoyed the program and learned a lot about geography. The success of the program implies that field experiences are particularly beneficial to family groups and that field experiences may increase interest in geography. (DB)

ED 161 819 SO 011 296

Parker, Franklin

China Since Mao.

West Virginia Univ., Morgantown.
Pub Date-2 Nov 78
Note-10p.; Paper presented at Annual Meeting of Southwestern Philosophy of Education Society (Fayetteville, Arkansas, November 2, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Academic Achievement, Adult Education, Area Studies, *Asian Studies, Citizenship, *Comparative Education, Cultural Awareness, Developing Nations, *Educational Change, Educational Objectives, Educational Philosophy, *Educational Practice, Elementary Secondary Education, Foreign Countries, Higher Education, International Educational Exchange, *Non Western Civilization, Political Socialization, Social Change, Socioeconomic Influences, Work Study Programs
Identifiers-*China

Major changes in China since Mao Tse-tung's death in 1976 include development of a more aggressive foreign policy, easing of political and social controls, and educational expansion. Specifically, China is providing economic aid to other developing nations, permitting debate on political issues, allowing modification of government directives at grass roots levels, and cautiously permitting a new openness. The new openness in education is characterized by allowing university students to study abroad for the first time since the 1930s, reinstating national exams for university entrance, advancing students according to their academic achievement, and giving high priority to building an educational system to effectively serve everyone from toddlers to senior citizens. All levels of Chinese education integrate education for work, citizenship, and character development. Special emphasis is placed on the work ethic and students are encouraged to work part-time on commercial products and spend part of each school year on a work study project. The conclusion is that China's major educational objective at present is to allocate the resources necessary to elevate China's education system into first rank among advanced nations. (DB)

ED 161 866 SP 013 286

Morris, John E. Chissom, Brad S.

Student Teaching Concerns Before and After Student Teaching.

Pub Date-Nov 78

Note-25p.; Paper presented at Annual Meeting of the Mid-South Educational Research Association (New Orleans, Louisiana, November 8-10, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Academic Achievement, *Anxiety, Class Management, Classroom Environment, Parent Attitudes, *Performance Factors, *Student Teachers, Teacher Administrator Relationship, *Teacher Attitudes, Teaching Assignment, Time Blocks

This study had three purposes: to compare the concerns of student teachers in a full semester program with the concerns of those in an eight-week, block program; to apply a factor analytic approach to the classification of student teacher concerns; and to determine the level and direction of changes in concerns as a result of experiences during student teaching. Student teachers were administered a 69-item instrument with items scored on a Likert-type scale administered at the beginning (pretest) and end (posttest) of the semester. The following six areas of concern for student teachers were examined: (1) relationships with supervisory personnel; (2) conditions in the student teaching setting; (3) student achievement; (4) assignment to student teaching; (5) time; and (6) adequacy of preparation and classroom management. Analysis of results indicated changes in the concerns and attitudes of student teachers over the course of the teaching experience. Most notable was the lessening of concern about relationships with supervisors and more concern about the academic achievement of their students. (Authors/JD)

ED 161 310 HE 010 425

Eggert, John D.
An Examination of Goals of Potential and Actual Learners: University of Mid-America/State University of Nebraska. Working Paper No. 1
University of Mid-America, Lincoln, Nebr.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-1 Feb 75
Contract-NIE-G-75-001
Note-95p.; For related documents see HE 010 410 - HE 010 428
Available from-Office of Public Affairs and Information Services, University of Mid-America, Box 82006, Lincoln, Nebraska 68501
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Adult Education, *Adult Students, *Aspiration, College Credits, Delivery Systems, Demography, Educational Television, Higher Education, Institutional Research, Marketing, Motivation, *Nontraditional Students, Open Enrollment, Research Projects, School Surveys, *Student Characteristics, Telecourses
Identifiers-*State University of Nebraska, University of Mid America NE

An examination is provided of University of Mid-America/State University of Nebraska (UMA/SUN) multimedia adult learners, based on market surveys in 1973 and 1974. One of the major responsibilities of SUN was to complete the planning of a two-year postsecondary open learning curriculum to be offered, including enumeration of courses in order of priority of development, establish a procedure for the study of student goals and objectives, develop a plan for the awarding of a certificate of achievement, and develop a plan for a credit-by-examination program. This report focuses on what students want. The 1974 market survey gathered data on demographic information, what people want to learn and how they want to learn, and educational plans. Data from a Student Information Questionnaire (SIQ) are reported for student ratings of goals, most important goals, and degree goals. Data on student desire for college credit, deterrents to continuing education, and educational methods, were also gathered. Among the findings were that most students had a general desire to know and/or a desire to advance economically. It is recommended that specific goals and populations be identified and selected as the objects of additional, more focused surveys. The survey forms and SIQ are appended. (LBH)

ED 161 349 HE 010 575

McLaughlin, Gerald W.

Data Bases at a State Institution Costs, Uses and Needs. AIR Forum Paper 1978.

Pub Date-May 78

Note-15p.; Paper presented at the annual Association for Institutional Research Forum (18th, Houston, Texas, May 21-25, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*College Administration, *Computer Oriented Programs, *Cost Effectiveness, *Data Bases, Decision Making, Educational Finance, Higher Education, Instructional Programs, Instructional Staff, *Management Information Systems, Operating Expenses, State Colleges

The cost-benefit of administrative data at a state college is placed in perspective relative to the institutional involvement in computer use. The costs of computer operations, personnel, and peripheral equipment expenses related to instruction are analyzed. Data bases and systems support institutional activities, such as registration, and aid managerial decision making. Decisions focus on establishing the effectiveness of institutions (e.g., delivering quality instruction) and enhancing the efficiency of resource utilization. Since the data bases were developed to meet federal, state, and institutional needs, they deal almost exclusively with the parameters of efficiency. The data bases do a fair job in providing information of instructional workload but are poor-to-nonexistent in providing data on faculty quality and amount of noninstructional activity. Efforts should be made to augment the data systems to include constructs more directly related to effectiveness. The measurement of activities and outputs must be expanded and become a priority of faculty and their organizations. Efforts also must be extended to develop data exchanges for comparable colleges and curricula. Administrators have started in this direction, but if faculty do not become involved, the results will focus on indices of efficiency and not on the parameters of effectiveness. (SW)

ED 161 409 IR 006 186

McCain, Thomas A. And Others

Method Dependent Opinion Leadership: Implications for Ascertainment of Black Community Needs for Public Television Stations.

Corporation for Public Broadcasting, Washington, D.C. Office of Communication Research.

Spons Agency-Ohio State Univ., Columbus. Instruction and Research Computer Center.

Pub Date-Jan 77

Note-114p.; For related documents, see IR 006 184-190

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors-*Black Community, City Problems, *Community Leaders, *Community Surveys, Consumer Economics, *Needs Assessment, Programing (Broadcast), Public Opinion, *Public Television, Question Answer Interviews, Questionnaires, *Research Methodology

An assessment was made of the similarities and differences of the problems, interests, and needs articulated by the visible and invisible'' opinion leaders within the Black community of Columbus, Ohio. Interviews which included both open-ended and closed-ended questions were conducted with a random sample consisting of 449 Black residents stratified by residential area and sex. Questions were directed at the identification of community problems and community leaders. The perceptions of community and personal problems, the media and communication patterns, and the social and demographic characteristics were examined for four types of opinion leaders: (1) self-designated, (2) socially designated, (3) key informant, and (4) volunteer. Major results indicated that the four types of opinion leader were different and independent of one another. The invisible'' socially designated leaders of the community reflected most accurately the expressed needs of the community residents. It was recommended that public broadcasters continually attempt to identify the invisible'' socially designated community leaders, and not rely on visible leaders or organized groups for constructing the master problem list for needs assessment surveys. (CMV)

ED 161 432 IR 006 396

Osterman, Dean N.

Handling the Band-Aids and Major Surgery Jobs in Instructional Development: Viva La Difference in Action.

Pub Date-3 Apr 78

Note-35p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology (Kansas City, Missouri, April 18, 1978)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Check Lists, *Consultants, Course Evaluation, Course Organization, *Curriculum Development, *Faculty, *Guidelines, Higher Education, Individual Differences, *Interprofessional Relationship, *Interviews, Models

Specific consultation problems that arise during the instructional development process in determining the nature of instructional products are considered, and clients' characteristics and projects are assessed along with a model for working with different types of clients. A list of skills needed by instructional developers to determine the clients' needs during the consultative interviewing process is provided, as well as checklist of skills for practicing instructional developers. An addendum contains recommended readings and the Band/Aid, Mixed ID, and Major Surgery instructional development designs. (Author/CMV)

ED 161 477 JC 780 556

Klimes, Rudolf E.

What Educators Can Learn from Junior College Accreditation in Japan.

Pub Date-78

Note-13p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Accreditation (Institutions), Administrative Policy, College Curriculum, College Faculty, Community Colleges, Course Descriptions, Educational Accountability, Educational Assessment, *Educational Objectives, Educational Policy, *Evaluation Criteria, Facility Inventory, Financial Policy, Government Role, Government School Relationship, *Junior Colleges, Private Colleges

Identifiers-*Japan

Although Japanese junior colleges differ from American junior colleges in that they are smaller, more often privately owned, have larger female enrollments, and offer a greater number of home economics and English courses, much can be learned from the Japanese accreditation system. An accreditation self-study eventually takes the form of an establishment application to the ministry of education; it attempts to show that educational goals for each department and course are supported by adequate resources and sound financial planning. The eight components of the application are: (1) a statement of institutional and instructional goals; (2) a policy statement on admissions, curriculum, faculty, administration, and master planning; (3) an overview of curriculum, offering a model and detailing major areas, courses and credits, and students' course plans by years; (4) a list of faculty members with personal information and teaching qualifications; (5) a facilities inventory of land, buildings, classrooms, and specialized areas; (6) an inventory of learning resources; (7) a financial statement; and (8) a statement of outcomes. A sample of the use of these components in a course description, as well as an evaluation of the strengths and weaknesses of this system of accreditation are provided. (MB)

ED 161 534 PS 010 157

Karnes, Merle B. And Others

Nurturing Psychomotor Talent in Early Childhood.

Illinois Univ., Urbana. Inst. for Child Behavior and Development.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date-Sep 78

Grant-OEG-00-75-00232

Note-29p.; For related documents, see PS 010 120, PS 010 146, and PS 010 150-56

Available from-Publications Office, Institute for Child Behavior and Development, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog No. 1403.011, $2.50)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Educational Diagnosis, Educational Equipment, *Gifted, *Handicapped Children, Learning Activities, *Motor Development, Movement Education, Perceptual Motor Coordination, Preschool Education, *Psychomotor Skills, *Talent Development, *Teaching Guides, Teaching Methods

Identifiers-*RAPYHT Project

This teaching guide suggests practical ideas for encouraging psychomotoric talent in preschool children. It is part of a series of similar guides developed by the RAPYHT Project (Retrieval and Acceleration of Promising Young Handicapped and Talented) for educating young gifted/talented handicapped children and gifted children with no handicaps. An initial list of characteristics which indicate exceptional psychomotoric ability in preschoolers is followed by suggestions to stimulate and encourage the psychomotorically talented child. A list of recommended types of classroom equipment and their uses is included. Descriptions of classroom activities comprise the largest section of the guide. Because basic motor skills like walking, running, jumping, climbing, hopping, skipping, and throwing are comprised of more fundamental elements, the suggested activities are classified under 6 fundamental motor elements: dynamic balance, rhythmic locomotion, gross eye-hand coordination, fine eye-hand coordination, agility, and strength. An annotated list of resources is provided. (CM)

ED 161 642 RC 010 933

SCDC Spanish Curricula Units. Social Science Strand, Unit 7, Grade 3, Supplement & Ditto Packet.

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Spanish Curricula Development Center, Miami Beach, Fla.

Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.

Pub Date-76

Note-115p.; Not available in hard copy due to sideways reading material; For related document, see RC 010 932

Available from-Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752 (Order No. 220-4, $3.00)

Language-Spanish; English

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Bilingual Education, *Community Characteristics, Conflict Resolution, Cultural Events, Cultural Factors, Emotional Response, Environment, Ethnic Groups, Grade 3, Instructional Aids, Instructional Materials, Learning Activities, Mexican Americans, Occupations, Physical Environment, Primary Education, Puerto Ricans, *Spanish Speaking, Stereotypes, *Visual Aids, *Worksheets

Identifiers-Ditto Masters

Designed for use with the teacher's guide to unit seven of the social science strand for Spanish-speaking third graders, these support materials include instructional aids for classroom use and worksheets for students which may be reproduced for individual seatwork. Worksheets are to be presented under supervision rather than as independent tasks. The visuals and ditto masters are to help the teacher carry out both learning and assessment activities which focus on the child's community. Timetable for use of these materials is found in the guide for kits 25-28. The supplementary materials include visuals about occupations, seasons of the year, influence of physical environment on a community, regulations for protection, ethnic groups, movement of the earth, feelings of community members, moving to a new place, and for use with stories found in the teacher's guide about conflict resolution in a community, stereotypes, and Puerto Rican, Mexican, Cuban, and U.S. celebrations. All classroom materials are in Spanish. (RS)

SE

ED 161 660 SE 022 814

Chinard, Francis P.

Interactions of a Developing Medical School and an Urban Community. Paper Presented at the Annual Meeting of the American Association for the Advancement of Science (Boston, Massachusetts, 1976).

Pub Date- 77

Note-18p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Higher Education, *Historical Reviews, Inner City, *Medical Schools, *Program Descriptions, Program Development, Science Education, Urban Areas, *Urban Environment

This report traces the evolution of a medical school from its beginnings as a private college affiliation, through its transformation into a state supported College of Medicine and Dentistry, to its emergence in Newark as the College of Medicine and Dentistry of New Jersey, N.J. Medical School. The school has survived the Newark riots, political difficulties, and numerous confrontations involving the community, faculty, students, and administration. Although the admissions rate of minority group students has increased over the years, as have the recruitments of U.S. nationals and U.S. graduates into the local residency programs, still those individuals have elected to practice elsewhere in New Jersey than in Newark after completion of training. Three main responsibilities are seen for the school and for the medical profession: (1) to provide medical care for all by means of physicians; (2) to provide access to the medical profession without regard to economic or social status; and (3) to develop models for the delivery of medical care by physicians in underserved areas. Tuition free entry into medical school and a stipend for all admitted with the provision of an obligatory service period on completion of training is proposed. (Author/MA)

ED 161 782 SO 011 201

Hellman, Mary A.

A Source Book for Taxation: Myths and Realities.

California Univ., San Diego. Univ. Extension.

Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date-78

Note-48p.; For a related document, see SO 011 202

Available from-Addison/Wesley Publishing Company, Reading, Massachusetts 01867 ($1.95)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Adult Education, *Autoinstructional Programs, Community Programs, Films, *Finance Reform, Group Discussion, *Instructional Materials, Newspapers, Political Issues, Property Taxes, *Resource Guides, Secondary Education, Tax Effort, *Taxes, Tax Rates

This sourcebook is one of two supplementary materials for a newspaper course about taxes and tax reform. Program ideas and sources of related resources compiled in the sourcebook are designed to help civic and group leaders and educators plan educational community programs based on the course topics. Section one describes ways in which the program is useful in community and academic programs. It also identifies 15 topics around which weekly or monthly meetings can be planned. Section two suggests program ideas, background readings, and discussion questions for each of the 15 topics. Topics include the politids of taxation, tests of a good tax system, impact of taxation on the economy, social security, comprehensive income tax reform, local government tax and revenue reform, financial problems of big cities, and prospects for tax reform. Section three provides a guide to 36 public and private organizations that can provide resources. Also listed are all the state humanities committees. Section four contains an annotated bibliography of 21 films on tax-related topics such as welfare, bureaucracy, social security, urban problems, and history of taxation. (AV)

Saterfiel, Thomas Horne

Institutional Research as a Service Function of Higher Education: A Consortium Arrangement with Public School Districts. AIR Forum Paper 1978.

Mississippi State Univ., State College. Bureau of Educational Research.
Pub Date-May 78
Note-14p.; Paper presented at the annual Association for Institutional Research Forum (18th, Houston, Texas, May 21-25, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*College School Cooperation, Community Services, *Consortia, Cooperative Programs, Educational Accountability, Educational Assessment, Educational Resources, Governance, Guidelines, *Higher Education, Information Needs, *Information Services, *Institutional Research, Planning, *Public School Systems, School Districts, Shared Services
Identifiers-Mississippi State University, *Programs of Research Evaluation for Public Schools

Institutional research is viewed by many persons as the process of providing appropriate data for the purpose of making sound decisions. The major place for applying the principles of the discipline of institutional research has mostly been in institutions of higher learning and a few large metropolitan public school districts. It is proposed that a consortium arrangement between institutions of higher learning and public school districts can be created to extend institutional research activities to a large segment of public school districts while simultaneously providing benefits for the institution of higher learning. The Program of Research and Evaluation for Public Schools (PREPS) is such a consortium that has been developed through the Bureau of Educational Research and Evaluation as one of the College of Education's Programs at Mississippi State University. PREPS is a joint effort between the College of Education and the several school districts. The structure and policies of PREPS are discussed in this paper with emphasis given to considerations to be addressed in establishing and administering such a consortium. The consortium approach of providing institutional research services to public schools through institutions of higher learning offers an excellent format for carrying out a service function through the modes of research and evaluation. (Author)

ED 161 390 HE 010 624

Buchanan, W. Wray And Others

Review of Academic Degree Programs: Striving to Keep Higher Education Viable in a Time of Limited Resources. AIR Forum Paper 1978.

Tennessee State Board of Regents, Nashville.

Pub Date-22 May 78

Note-18p.; Paper presented at the annual Association for Institutional Research Forum (18th, Houston, Texas, May 21-25, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Accountability, College Majors, *College Planning, Community Colleges, *Cost Effectiveness, Educational Programs, Enrollment Rate, Expenditure Per Student, Faculty Workload, Higher Education, Institutional Research, Productivity, *Program Evaluation, Research Projects, *Retrenchment, *State Boards of Education, State Colleges, State Universities, *Statewide Planning

Identifiers-*Tennessee

The Tennessee State Board of Regents adopted a resolution at the March, 1977, meeting directing the staff to conduct a study of low producing degree programs in the System. Such a study was initiated using criteria for program review selected by the System's Academic Affairs Sub-Council. Members of this Sub-Council are the chief academic officers of the System institutions. Board staff screened all degree programs using the average annual number of graduates during the four-year period ending Summer, 1976. The 167 programs failing to meet this criterion were screened at the campus level using criteria relating to: faculty load, cost per student credit hour, course utilization, headcount enrollment, and institutional priorities. Study recommendations resulted in the removal of 47 programs from the low producing list, continued monitoring of 49, an in-depth review of 51, consolidation of 10, and the termination of five. By focusing institutional attention on the review of academic programs, high cost programs with low productivity output measures will be assessed to determine the desirability and feasibility of continuing them. In this manner, institutions will better utilize the scarce resources provided to them for the education of the citizens of the State. (Author)

ED 161 516 PS 010 067

Hodgden, Laurel And Others
School Before Six: A Diagnostic Approach. Volume I (Revised Edition).
Central Midwestern Regional Educational Lab., St. Ann, Mo.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.
Pub Date-74
Note-472p.; For Volume II, see PS 010 068
Available from-CEMREL, Inc., 3120 59th Street, St. Louis, Missouri 63139 ($9.50)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Classroom Observation Techniques, Cognitive Development, *Diagnostic Teaching, Educational Philosophy, Educational Planning, Emotional Development, *Individualized Instruction, Individual Needs, Informal Assessment, Language Development, Motor Development, *Needs Assessment, Perceptual Development, *Preschool Children, Preschool Education, Preschool Tests, Social Development, Student Records, *Teaching Guides, *Teaching Procedures

Specific procedures for assessing young children's strengths and learning needs are described in this first volume of a 2-volume manual which describes a diagnostic method of teaching preschool children. An overall introduction to the manual is followed by Chapter 2, which presents the philosophical framework of the diagnostic approach and discusses the approach as it relates to major current issues in early childhood education. Chapter 3 provides a basic framework for diagnosis and assessment of the individual child and discusses general procedures for scheduling, conducting, and recording assessment. A sample form showing a child's diagnostic records is included. Chapters 4 to 8 present detailed procedures for diagnosing children's strengths and needs in the developmental areas of large motor, small motor and perceptual-motor skills; language; socio-emotional skills; and conceptual skills. General suggestions for helping children develop in each area are presented, and specific activities which are particularly useful in developing a given skill or teaching a given concept are listed. (These activities are fully described in Volume II.) Chapter 9 explains how to use the information obtained through diagnosis over the course of the year and how to plan a program that incorporates the strengths and needs of individual children and the total group. Chapters 10 and 11 provide practical ideas for use of space and equipment, staffing, parent involvement, and children's health and safety. (Author/CM)

Metoyer, Cheryl
American Indian Library Services State of the Art Report.
National Indian Education Association, Minneapolis, Minn.
Spons Agency-Office of Education (DHEW), Washington, D. C. Library and Information Sciences Branch.
Pub Date-10 Nov 76
Grant-OEG-00-76-03527
Note-39p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Alaska Natives, *American Indians, Bookmobiles, Branch Libraries, Educational Needs, Federal Aid, Legislation, *Library Services, *Library Surveys, *Literature Reviews, *Needs Assessment, Public Libraries, Reservations (Indian), Rural Areas, Urban Areas

A valid nationwide survey is needed to serve as a reliable foundation for the appropriate development of American Indian library services; presently, information relating to Indian library services appears mainly as descriptions of specific programs in certain states. Studies, articles, and reports concerning library services to American Indians living on reservations and in urban areas are reviewed and categorized into four areas: (1) general surveys of library services to American Indians which includes training programs, institutes and workshops, bookmobile services, resource collections, and libraries located on reservations; (2) non-survey descriptions of library services which examines the planning and implementation of programs, training of American Indian personnel, bookmobile services, station libraries, and role of federal funds in providing services and development of collections of American Indian materials; (3) programs designed to meet the information needs of American Indians which cites the National Indian Education Association Library Project Report as the only comprehensive survey of the information needs of American Indians; and (4) legislative and funding policies which includes the state and federal laws influencing library services to reservations. Recommendations for implementing an American Indian library services survey, plus a bibliography, conclude the paper. (DS)

ED 161 591 RC 010 822

SCDC Spanish Curricula Units. Spanish SL Strand, Unit 4, Grade Two, Teacher's Guide.

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Spanish Curricula Development Center, Miami Beach, Fla.
Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.
Pub Date-77
Note-382p.; Not available in hard copy due to sideways reading material; For related document, see RC 010 823
Available from-Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752 (Order No. 174-7, $5.00; readers $0.25 each)
Language-Spanish; English
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Bilingual Education, Childrens Literature, Communicative Competence (Languages), Community Resources, Grade 2, Instructional Materials, *Language Arts, Language Experience Approach, Learning Activities, Learning Modules, Mathematics, *Neighborhood, Primary Education, Reading Instruction, *Second Language Learning, *Spanish, Speech Skills, Spiral Curriculum, *Teaching Guides, Word Recognition
Identifiers-*Spanish (Second Language)

Unit four of the Spanish as a Second Language Strand for grade two offers learning and assessment activities designed to provide the English-dominant child with structures and vocabulary for effective communication in a bilingual environment. The neighborhood is the basic theme for activities in kits 13-16 to help build concepts in a new language through active participation in formal and informal language experiences. All kits provide for oral language development, structured reading, comprehension, and interpretation. Each has assessment activities and lists of vocabulary and skills of decoding, comprehension, and interpretation, including pages where they appear in the text. Kit content is as follows: neighborhood places and tasks; comparison of country and city neighborhoods (plus animals found in each); number lines; order of events, main ideas, feelings of characters; community human/material resources; weather; numerals 21-30; enumerating, subsuming; community human, communication, emergency, and entertainment resources; rooms and furniture in a house; family members; school rooms/personnel; time; geometric figures; addition and subtraction equations. Three small student books in Spanish accompany the guide. (RS)

ED 161 684 SE 024 998

Post, Thomas R. And Others

Differences Between Teachers' Self-Ratings and Principal and University Faculty's Idealized Mathematics Teacher as Measured by a Mathematics Inventory. Research Paper No. 19.

Minnesota Univ., Minneapolis. Coll. of Education.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Oct 75
Grant-NSF-GW-6800
Note-33p.; For related documents, see SE 024 989-999, ED 137 138 and ED 148 632-640
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*College Faculty, *Educational Research, Elementary School Mathematics, Elementary Secondary Education, Higher Education, Mathematics Education, *Mathematics Teachers, Methods Courses, *Principals, *Secondary School Mathematics
Identifiers-*Minnesota Research & Evaluation Project, National Science Foundation, Research Reports

This study was conducted to examine differences and similarities between the views of teachers, principals and college professors as reflected on the Mathematics Inventory for Teachers (MIT) which is concerned with both cognitive and affective outcomes of mathematics instruction. A randomly selected group of secondary school principals and mathematics teachers, and a stratified random sample of university mathematics educators were administered the MIT. Factor analysis, multivariate and univariate analyses of variance were used to analyze collected data. Results show that principals and teachers tended to be more closely aligned and expressed a greater amount of ideological agreement than did teachers and university mathematics educators, at least with respect to their pattern of responses to the MIT items. This study suggests that secondary school teachers may be more content with the existing behavioral orientation in the mathematics classroom that had been heretofore expected. (HM)

ED 161 710 SE 025 168

McLure, Gail T. And Others
Women in Science and Technology: Careers for Today and Tomorrow.
American Coll. Testing Program, Iowa City, Iowa.
Pub Date-76
Note-20p.; Not available in hard copy due to copyright restrictions; Photographs may not reproduce well
Available from-ACT Publications, P.O. Box 168, Iowa City, Iowa 52240 ($1.50; Discounts on quantity orders)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Career Opportunities, *Career Planning, Females, Higher Education, Occupational Choice, Science Careers, *Science Education, *Technology, *Vocational Counseling, *Womens Education
Identifiers-American College Testing Program

This booklet explores the career opportunities for women in science and technology. It includes myths and realities about women in science and technology, characteristics of young female scientists and technologists, and steps women can take to plan a successful career. Numerous photographs of career women in science and technology, along with quotations or identifications are included. (MA)

ED 161 735 SE 025 201

National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Energy.
National Field Research Center Inc., Iowa City, Iowa.
Spons Agency-Environmental Protection Agency, Washington, D. C.
Pub Date-78
Grant-EPA-T-900591
Note-347p.; For related documents, see SE 025 197-211; Photographs may not reproduce well
EDRS Price MF-$0.83 HC-$18.07 Plus Postage.
Descriptors-Curriculum, Employment, *Energy, Energy Conservation, *Engineering, Environmental Education, Graduate Study, *Higher Education, *National Surveys, Postsecondary Education, Program Descriptions, *Science Education, Sciences

This report presents a summary of energy related programs in junior colleges, vocational/technical training institutes, community colleges, four-year colleges, and universities as well as other training institutes. It represents a sample, only, of the various programs available nationwide. The information was largely compiled from on-site interviews with professionals in post-secondary education throughout the United States. The report includes in excess of 40 programs in which 95 certificate or degree sequences are available. Information is given on institutions, degrees, and programs; enrollment and graduates; faculty; curricula; research funding and sources of student financial support; and employment. (Author/BB)

ED 161 760 SE 025 255

Green, Marshall Fearey, Robert A.

World Population: The Silent Explosion. Department of State Bulletin, Fall 1978.

Department of State, Washington, D.C.
Report No.-DS-Pub-8956
Pub Date-78
Note-37p.; Parts may be marginally legible due to small type; Bulletin Reprint
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 044-000-01710-5; No price quoted)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Developing Nations, Policy, *Population Education, *Population Growth, Population Trends, Science Education, *World Affairs, *World Problems

This study addresses the central issues of the population explosion and what can be done about it. It relates largely to developing nations. Chapters are presented on: (1) Basic World Population Facts; (2) Changing Patterns of Population Growth; (3) Consequences of Excessive Growth; (4) What Is Being Done; (5) What More Can Be Done; and (6) U.S. International Population Policies. (Author/BB)

ED 161 843 SP 013 220

Sutherland, Mary S. Nazarentian, Angeline

The Changing Health Knowledges of College Students.

Pub Date-78

Note-24p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*College Students, Drug Abuse, *Educational Testing, *Health Education, Hygiene, *Knowledge Level, Longitudinal Studies, Mental Health, Nutrition, Sex Education, Student Attitudes, Test Interpretation, *Test Reviews

A review is presented of the results of testing college students' health knowledge from the years 1930 to 1977. Topics covered by the tests are outlined and analyzed. Results indicate that over a period of years college students have become more knowledgeable about facts pertaining to physical and mental health. (JD)

ED 161 329 HE 010 541

Weischadle, David E.

The Carnegie Corporation of New York and American Educational Policy 1945-1970.

Pub Date-Oct 77

Note-58p.; Paper presented at the annual meeting of the History of Education Society (Toronto, Canada, October 14-16, 1977)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Educational Economics, Educational Finance, *Educational Policy, *Foundation Programs, Higher Education, *Policy Formation, Political Influences, Private Financial Support, *Public Education, *Public Policy, Public Schools, School Industry Relationship, Socioeconomic Influences, Trusts (Financial)

Identifiers-*Carnegie Corporation of New York

Foundation involvement in policy development for public education raises basic questions concerning the control of a prime societal function. During the Cold War era (1945-1970) the Carnegie Corporation of New York funded projects according to its philosophical interests, using its financial and organizational prominence and cooperative strategies to capture a national policy-making role. The power or influence levied by the Corporation rested with its financial wealth, and the ability of its founder to place it in a trust fund with special privileges, such as tax exemption. The managerial class that has developed around these special trust funds holds no special talent, ability, education, or competence that is not found elsewhere. They do, however, have a unique quality of influence deriving from access to the Carnegie wealth. The Corporation was in no sense a benevolent, impartial, independent broker of innovation and experimentation. Indeed, Carnegie had a cause and sought to establish that cause as national policy for the schools. Without public debate or national referendum the Corporation and its president over a 25-year period sought to achieve dominance in policy-making. The issue now faces American education: Should any group of individuals with special privileges and resources be able to influence education as Carnegie did in the postwar era? (Author/MSE)

ED 161 433 IR 006 397

Grimes, Don Marston

Computers for Learning: The Uses of Computer-Assisted Instruction (CAI) in California Public Schools.

California State Dept. of Education, Sacramento.

Pub Date-77

Note-15p.

Available from-Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, California 95802 ($1.25)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Changing Attitudes, *Computer Assisted Instruction, Computer Managed Instruction, Computers, Cost Effectiveness, Diffusion, Educational Innovation, Instructional Improvement, *Public Schools, *State of the Art Reviews, Trend Analysis

Implications of and resource information on the use of computer assisted instruction (CAI) in California public schools are presented under the following headings: (1) definition of CAI, (2) effectiveness of CAI, (3) obstacles to the use of CAI, (4) the turnaround in CAI acceptance and use, (5) instructional potential of CAI, and (6) how to obtain information on CAI. Subtopics discussed in these sections include drill and practice, problem solving, simulations, and tutorial formats; cost and availability of computers, curriculum quality, adverse attitudes; shifting economies, increasing expertise, changing attitudes; computer capacity, computer graphics; and computer demonstrations, other educators, computer programing, shopping for computers. (CMV)

ED 161 457 IR 006 675

The John and Mary R. Markle Foundation Annual Report, 1976/77.
John and Mary R. Markle Foundation, New York, N.Y.
Pub Date-78
Note-65p.; For related document, see ED 098 988
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Annual Reports, Endowment Funds, *Foundation Programs, *Grants, Journalism, *News Media, Political Issues, Private Financial Support

The John and Mary R. Markle Foundation Annual Report for 1976/77 is divided into three sections the president's essay, a review of funded programs, and the treasurer's report. In Broadcasting and Political Equality,'' Lloyd N. Morrisett, foundation president, presents a review of mass media coverage given presidential campaigns from newspaper reporting in the 1800's to contemporary telecommunications. Funded programs in mass communications are detailed in the following areas: politics and the media, journalism, communications policy and public interest, research, programming for special audiences, and improved professional performance. Additional information covers application procedures for funding, publications resulting from grants, the treasurer's report, foundation investment, addresses of grantees, and listings of foundation members and staff. (RAO)

Scheidt, Omar H.
Institutional Responses to Forced Budget Reductions.
Pub Date-Oct 78
Note-18p.; Paper presented at the conference, The Taxpayer Revolt Where Do We Go From Here? (October 12-14, 1978, Dallas, Texas)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Budgeting, Budgets, Community Colleges, *Educational Finance, Educational Planning, Expenditures, Financial Problems, *Junior Colleges, Personnel Policy, Reduction in Force, *Retrenchment, School District Spending, State Aid, State Legislation, Teacher Salaries
Identifiers-*Proposition 13 (California 1978)

Palomar College (California), the only college in its district, serves a region which is expanding economically in agriculture, light industry, retail, and recreational facilities. Enrollment for fall 1978 was 14,800 with 204 full-time teachers, 166 part-time teachers, and 42 full-time teacher aides. Budget expenditures were $24.8 million for 1977-78; because of Proposition 13 a budget of $23.7 million was projected for 1978-79. Legal constraints on budget reductions involve certified employees and their salaries, enrollment reduction compensations, and consideration of potential loss of state funding due to reduction of student weekly contact hours were all factors in overall budget planning. The adopted budget included the following: (1) 1977-78 salary schedules for certificated and classified employees; (2) allocations for hourly pay which eliminated the need for an overload policy; (3) additional funds for fringe benefits program; (4) a contingency account for salary increases; (5) funds to implement the California State Personnel Board recommendations; (6) allowances for a modified sabbatical leave plan; (7) temporary elimination of certificated and classified positions; (8) assignment of non-teaching certificated staff to the classroom; (9) reduction in classified overtime and adult hourly expenditures; (10) reductions in membership, replacement of equipment, travel, and graduation accounts; (11) reduction in community services; and (12) reduction in capital outlay. (MB)

ED 161 497 JC 780 576

Freeman, Nancy S.

An Appraisal of the Industrial Cooperative Education Program Based on Selected Characteristics of the Students and Their Academic Performance.

Macomb County Community Coll., Warren, Mich.

Pub Date-14 Nov 78

Note-28p.; Second printing of a document originally dated May 1978

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Academic Achievement, Age, Community Colleges, *Cooperative Education, Cooperative Programs, Employment Patterns, Females, Followup Studies, Grade Point Average, Graduate Surveys, *Junior Colleges, Males, *Student Characteristics, *Technical Education, Vocational Education

As a part of a series describing participants in the cooperative education option of the technical program at Macomb County Community College, this report compares the academic achievements, demographics, and employment characteristics of a random sample of 63 co-op respondents and 69 non co-op respondents from the original study population. Co-op students were younger the first time they enrolled than non co-op students (an average of 19.9 years old compared to 25 years old). Male co-ops were more apt to be employed in program-related jobs; however, the co-op experience did not have the same effect on the women students. Graduation from the technical program, either co-op or non co-op, had little influence on students' ability to get a program-related job; participation in the co-op option had a greater impact on employment than the fact of graduation. Co-op students completed significantly more technical courses and had higher final grade point averages (GPA). The co-op graduates did not have higher GPA's than the co-op non-graduates, but the non co-op graduates of the technical program had higher final GPA's than the non co-op non-graduates. There was no significant difference in students' GPA before and after the co-op experience. Final GPA's for the co-op students who continued employment with the co-op company were not higher than for those changing place of employment. (MB)

ED 161 555 PS 010 216

Wright, Mary J.

Compensatory Education for Preschoolers: A Non-Technical Report on the U.W.O. Preschool Project. Research Bulletin No. 440.

University of Western Ontario, London. Dept. of Psychology.
Spons Agency-Department of National Health and Welfare, Ottawa (Ontario).; Ontario Ministry of Community and Social Services, Toronto.
Pub Date-Mar 78
Note-32p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Academic Failure, Cognitive Ability, *Cognitive Development, Cognitive Style, *Compensatory Education, *Disadvantaged Youth, Economic Disadvantagement, *Educational Research, Family Environment, Individual Needs, Interpersonal Competence, *Preschool Education, Preschool Programs, Problem Solving
Identifiers-*University of Western Ontario Preschool Project

This summary report, one of a series of documents on the evaluation of the University of Western Ontario Preschool Project, reviews studies (conducted as part of the project) of preschool children to determine why disadvantaged children fail in school and to discover if compensatory education activates and maintains the children's cognitive functioning. These studies of sixty 3-year-olds during one year in preschool, and 50 of these same children during 2 consecutive years in preschool, yielded findings indicating that children from economically disadvantaged homes fail in school more often than their more advantaged counterparts because they do not receive enough cognitive stimulation during a critical phase in their development and because their home environments are not conducive to the development of effective cognitive and learning styles or problem solving strategies. Results also showed that (1) preschool education, begun with such children when they are 3 years old, can have significant immediate compensatory effects, but that (2) such effects are greater when the children are offered a well-organized program focusing on the development of conceptual abilities and representational skills and structured to meet each child's individual needs. (Author/SE)

SCDC Spanish Curricula Units. Spanish SL Strand, Unit 10, Grade 3, Teacher's Guide.

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Spanish Curricula Development Center, Miami Beach, Fla.
Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.
Pub Date-77
Note-466p.; Not available in hard copy due to sideways reading material; For related document, see RC 010 892
Available from-Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752 (Order No. 282-4, $5.00; reader $0.25)
Language-Spanish; English
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Bilingual Education, Childrens Literature, Community Role, Cultural Awareness, Elementary School Mathematics, Elementary School Science, Global Approach, Grade 3, Instructional Materials, *Language Arts, Language Experience Approach, *Learning Activities, Learning Modules, Mathematics, Primary Education, Science Activities, *Second Language Learning, Social Change, *Spanish, Spiral Curriculum, Student Evaluation, *Teaching Guides
Identifiers-*Spanish (Second Language)

Communities around the world is the theme of unit 10 of the Spanish as a Second Language Strand for grade three. Learning and assessment activities are designed to provide the English-dominant child with structures and vocabulary for effective communication in a bilingual environment. The language arts, math, and science activities help the student build concepts in his new language through formal and informal language experiences. The spiraling questions and activities deal with who the individual is grammatical structure, future tense, review of preterit and imperfect, synonyms, comprehension and interpretation skills, decoding skills; what his alternatives are present perfect tense, diary format, future tense, value placement and expanded notation of two and three digits, oral story reading; can the individual initiate change verb form review, object pronouns, food chains, means of protection plants and animals have, derivatives (occupation words), dictionary skills, conflict solved through cooperation and interdependence, command form review; what the results of change are structures and vocabulary review, addition review, subtraction of numbers up to three digits, pounds/kilograms, oral reading. Each kit contains a vocabulary and assessment activities. A pupil's reader is also included. (RS)

ED 161 801 SO 011 267

Fuller, Frank, Jr., Ed.

Arts Education: A Contemporary View for Schools in Virginia.

Virginia State Dept. of Education, Richmond. Div. of Elementary Education.; Virginia State Dept. of Education, Richmond. Div. of Secondary Education.

Pub Date-Jun 77

Note-26p.

Available from-Fine Arts Department, Virginia Department of Education, P.O. Box 6Q, Richmond, Virginia 23216 (free)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Aesthetic Education, *Art Education, Course Content, Course Descriptions, Course Organization, Curriculum Guides, *Educational Objectives, Elementary Secondary Education, Enrichment Programs, Instructional Improvement, Instructional Innovation, Instructional Programs, Integrated Curriculum, *Program Content, Relevance (Education), *Skill Development, State Curriculum Guides, Teaching Methods

Citing a major survey reflecting attitudes of most Americans toward the arts, this monograph outlines behavioral objectives and recommends supportive programs for elementary and secondary students in dance, music, theatre, and the visual arts. Dance in public education has both individual and group objectives. The student should develop a sense of rhythm and learn to express thoughts and feelings. Socially, the student should develop desirable relationships and learn to appreciate the cultures of other nations. The physical education program should integrate dance at all grade levels and use qualified teachers. Music in public education involves both content knowledge and performing ability. Functional understanding of musical forms, styles, ethnic sources, and history is an avenue for discovering and developing musical talent. In the curriculum, musical resources should be implemented as tools of the learning process. Theatre involves the arts as a social experience. From a basic knowledge of the roles of actors and audiences, the school program should provide theatre experiences throughout the total curriculum. In visual art the student should gain understanding and practical skills of the creative arts. The curriculum should relate these skills to students' experiences. Specific instructional objectives for arts specialists and regular classroom teachers are outlined. (MR)

ED 161 820 SO 011 297

Frankel, Charles

Human Rights and Foreign Policy. Headline Series 241.

Foreign Policy Association, New York, N.Y.
Pub Date-Oct 78
Note-63p.
Available from-Department of Community Programs, Foreign Policy Association, 345 East 46th Street, New York, New York 10017 ($1.40 paperback, discounts on multiple orders available)

Document Not Available from EDRS.

Descriptors-*Civil Rights, Foreign Policy, *Global Approach, Human Dignity, *Humanization, Intellectual History, International Relations, Moral Issues, Moral Values, Philosophy, Political Issues, *Social Problems, World Problems

A discussion is presented of the meaning of human rights, implications of human rights for foreign policy, and obstacles to its realization on a global scale. Chapter I identifies human rights as a critical issue, commends President Carter's initiative in this area, and points out difficulties of implementing a human rights policy. Chapter II raises questions about the (1) intellectual background of the human rights concept, (2) concrete meaning of human rights, (3) ability of an American human rights policy to be consistent and principled, and (4) global implications of a human rights policy declared by a world power such as the United States. A historical analysis of the human rights concept is presented in chapter III. The author compares its role in the Judeo-Christian tradition, Roman stoicism, the writings of John Locke, and contemporary philosophy. Chapter IV explores a philosophical rationale for human rights based on religious, metaphysical, utilitarian, and social-contract terms. Chapter V explores the scope and universality of human rights in terms of bodily security and integrity, religious and intellectual freedom, individual privacy and familial relations, and justice in criminal proceedings. Chapters VI and VII review the implications of a human rights policy and detente upon other aspects of U.S. foreign policy interests. (AV)

Fraleigh, Warren P.

A Philosophic Basis for Curriculum Content in Physical Education.

Pub Date-Nov 78
Note-14p.; Paper presented at the National Association for Sport and Physical Education Curriculum Academy Working Symposium (St. Louis, Missouri, November 4-6, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Curriculum Development, *Curriculum Enrichment, Dance, *Educational Philosophy, Ethical Values, Exercise (Physiology), Participant Satisfaction, *Personal Growth, *Physical Education, Physical Fitness, *Self Actualization, Skill Development, Socialization

Physical education curriculum is examined as it concurs with the philosophical premise that the aim of the curriculum is development of the individual for the purpose of that person's liberation. Six areas of development within physical education are identified as they relate to the primary value of liberation of the individual. Development of performance skills in sport, dance, and exercise allow a person to make a team, to have a way of social relationships with others, to increase self-confidence, and to use leisure time. Organic fitness is seen as liberating the individual to enjoy physical activities and to be the author of his own actions. Technical knowledge in sports, dance, and exercise enables the individual to participate in these movement forms and to understand and appreciate participation by others. Knowledge of the biological, economical, historical, psychological, and sociological aspects of sport, dance, and exercise enriches the individual by providing insight into the impact of these activities on human life. Participation in sport, dance, and exercise is a natural way of attaining clearer self-understanding and is a means for development of the ethical character of participants. (JD)

ED 161 867 SP 013 287

Eddy, James M. St. Pierre, Richard W.
Death Education: An Overview.
Pub Date-13 Nov 78
Note-15p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Curriculum Development, *Death, *Educational Needs, Educational Programs, *Educational Theories, Educational Trends, Health Education, *Literature Reviews, *Mental Health, Program Content

A review of the literature of death education reveals a lack of consensus among authors concerning the exact scope and sequence of an ideal death education program. Most authors feel, however, that death education should be a subject of immediate concern to all health educators, and that it is important to determine how children respond to various forms of misinformation about death. Researchers have shown concern with a number of areas in death education including: (1) stages of death and dying, and how patients, family, and medical staff can cope with the problem; (2) principles of communication in a death education experience for young children; (3) scientific and biological concerns of life and death processes; (4) curriculum development and program content; (5) teacher attitudes, feelings, and beliefs about death; (6) input from the community on special topics (input from attorneys, clergy, coroners, psychologists, etc.); and (7) program goals and objectives. A selected bibliography is included. (DS)

ED 161 350 HE 010 577

Gray, Robert G. And Others

Departmental Productivity; An Assessment of Current Efforts. AIR Forum Paper 1978.

Pub Date-May 78
Note-30p.; Paper presented at the annual Association for Institutional Research Forum (18th, Houston, Texas, May 21-25, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-College Faculty, *Departments, Goal Orientation, Higher Education, *Institutional Research, *Interaction Process Analysis, Models, Organizational Communication, *Organizational Development, Organizational Theories, Power Structure, *Productivity, Program Administration, *Resource Allocations

Research questions and literature pertaining to a conceptual model on productivity at the departmental level are discussed. The model can be pictured as involving three goal-achievement processes: faculty research, faculty teaching, and student learning. Items that constitute the goal achievement process are goals, committed resources, expended resources, and outcomes. Interactions between these items are commitment, utilization, efficiency, and effectiveness. A distinction is made that concerns both perspective and process. Central issues and illustrative research are cited from the standpoints of within process,'' across perspectives,'' and within perspective, across processes.'' (SW)

ED 161 410 IR 006 187

Anderson, James A.

An Evaluation of Ascertainment Data Collection Methods Appropriate to Rural Areas. Final Report.

Ohio Univ., Athens. Broadcast Research Center.

Spons Agency-Corporation for Public Broadcasting, Washington, D.C.

Pub Date-Jan 77

Note-64p.; For related documents, see IR 006 184-190

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-*Community Surveys, Cost Effectiveness, *Data Collection, *Needs Assessment, Programing (Broadcast), Public Opinion, *Public Television, Questionnaires, *Research Methodology, *Rural Areas, Sampling, Statistical Analysis

Five data collection techniques and two sampling methods were examined in terms of costs, rates of return, quality of the data collected, and degree of representativeness in assessing needs and interests of public television viewers in rural areas. Data collection techniques were (1) mail only, (2) mail incentive, (3) telephone only, (4) mail and telephone, and (5) intercept or street interviews. Sampling was from telephone directories for the mail and telephone surveys, and by location for the intercept interviews. Results indicated that mail survey procedures were least efficient in terms of time and money, but the small quantity of data returned seemed to be of high quality when open-ended items are used. The intercept interview was found to be of highest efficiency in terms of time, money, and rate of return. Telephone surveys were found to be of high efficiency; however, controls over male/female ratio need to be exercised, and rates of telephone penetration and unlisted numbers must be considered. (CMV)

ED 161 535 PS 010 181

Klorman, Rafael And Others

Effects of Coping and Mastery Modeling on Experienced and Inexperienced Pedodontic Patients' Disruptiveness.

Rochester Univ., N.Y. Coll. of Arts and Sciences.
Pub Date- 78
Note-29p.; Study I of this report was presented at the meeting of the American Association for Dental Research (Las Vegas, Nevada, June 1977)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Adjustment (to Environment), Behavioral Science Research, Behavior Change, *Behavior Patterns, Behavior Rating Scales, *Change Strategies, *Dentistry, *Elementary School Students, *Modeling (Psychological), Observational Learning

This report examines the results of 3 studies on the effects of coping and mastery modeling on 106 pedodontic patients with and 30 patients without a prior filling or extraction. Before undergoing a filling, the 8-year-old subjects viewed a videotape depicting (a) a coping model receiving a filling; (b) a mastery model undergoing identical treatment; or (c) a child playing with an adult. A standardized interview indicated that subjects appropriately perceived the differences between coping and mastery models. Inexperienced patients who viewed either model were significantly less disruptive on the Behavior Profile Scale than inexperienced control subjects. Modeling did not affect experienced patients, who were significantly more cooperative than inexperienced patients. (Author/SE)

ED 161 626 RC 010 908

SCDC Spanish Curricula Units. Fine Arts Strand, Unit 9, Grade 3, Supplement & Ditto Packet.

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Spanish Curricula Development Center, Miami Beach, Fla.

Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.

Pub Date-77

Note-127p.; Not available in hard copy due to sideways reading material; For related document, see RC 010 907

Available from-Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752 (Order No. 260-3, $2.50; readers $0.25 each)

Language-Spanish; English

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Bilingual Education, Childrens Literature, Cultural Education, *Fine Arts, Grade 3, Instructional Aids, Instructional Materials, Learning Activities, Music Activities, *Music Education, Music Reading, Primary Education, Singing, *Spanish, Spanish Speaking, *Visual Aids, Vocal Music, *Worksheets

Identifiers-Ditto Masters

The supplement and ditto packet to the fine arts strand of unit nine for third graders contains illustrations, ditto masters, and four songbooks to help the teacher carry out the fine arts activities of this unit. Materials for both group activities and seatwork are included. Kit 33 uses the songbook ``Canciones de Aqui y de Alla'' and studies the relation existing between sound and their symbols, and the timbre of string instruments. Kit 34's book ``Cantando a Dos Voces'' teaches the skills of two-part singing. The songbook ``Escucho y Canto'' of Kit 35 extends the child's dance experiences, and ``Sonidos y Melodias'' of Kit 36 helps the child identify the expressive qualities of music. Supplement illustrations include pictures of musical instruments and scenes from songs as well as visuals for music theory. The ditto packet contains written exercises in music theory in addition to matching and fill-in-the-blank type activities. All materials supplied to the students for classroom use are presented in Spanish, with brief introductions to the packet in Spanish and English. The brightly illustrated songbooks feature music, words, and guitar chord positions. (DS)

ED 161 643 RC 010 934

SCDC Spanish Curricula Units. Science/Math Strand, Unit 7, Grade 3, Teacher's Guide Multi-Ethnic Edition.

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Spanish Curricula Development Center, Miami Beach, Fla.
Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.
Pub Date-76
Note-309p.; Not available in hard copy due to sideways reading material; For related document, see RC 010 935
Available from-Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752 (Order No. 221-2, $4.50)
Language-Spanish; English
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Addition, Adjustment (to Environment), *Bilingual Education, Botany, Community Characteristics, Elementary School Mathematics, Elementary School Science, Grade 3, Instructional Materials, *Learning Activities, Learning Modules, *Mathematics Curriculum, Measurement, Physical Environment, Primary Education, Science Activities, *Science Curriculum, *Spanish Speaking, Spiral Curriculum, Subtraction, *Teaching Guides, Time, Zoology

Instructional and assessment activities for unit seven of a science/math strand for Spanish-speaking students in grade three focus on the extended community. Activities support four spiraling questions on the elements, wants and needs, change occurrence, and results of change. For each activity, the focus, objective, and materials needed are listed in English and Spanish; detailed teacher instructions are in Spanish only. Content covers plants and animals and their means of survival; life cycles (reproduction, death); impacts of birth/death rates; Roman numerals to XII; the clock, calendar, days of the week, months, and seasons; harmful and beneficial insects; regrouping techniques for adding and subtracting two-digit numbers; ruler, yardstick, and liquid measurements; photosynthesis; nongreen plants; food chains of man/animals; how communities interact; interdependence of living organisms; ecosystem; construction of histogram and bar graph; and identification of line segments, points, intersections, and figures. Science concepts are variation, equilibrium, matter, energy, conservation, relativity, organization systems, interaction, adaptation, change, reproduction, force. (RS)

ED 161 661 SE 023 773

Programmed Training for Water/Wastewater Operators.
Environmental Protection Agency, Washington, D. C.
Pub Date- 72
Note-208p.; Contains numerous marginal legibility throughout entire document
Available from-ERIC Information Analysis Center for Science, Mathematics, and Environmental Ed., The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (on loan)
Document Not Available from EDRS.
Descriptors-Air Pollution Control, Educational Television, Environment, *Instructional Materials, *Pollution, *Postsecondary Education, *Programed Instruction, Safety, Waste Disposal, *Water Pollution Control, Water Resources
Identifiers-*Waste Water Treatment, Water Treatment

This manual is aimed at the water and wastewater technician who has the responsibility for monitoring the water environment. The televised programmed training stresses the interaction of three components: the program production and operation; group leaders; and operators, including distribution and collection system personnel. The academic programming used in this training consists of color television tapes which are duplicated and distributed to the group leaders for administration and instruction. The operator receives both academic and technical on-the-job training which leads to certification. Topical areas addressed in this document are: pollution; monitoring and surveillance systems; sampling; data analysis and presentation; and electronics. (CS)

Intergovernmental Conference on Environmental Education Organized by UNESCO in Co-operation with UNEP (Tbilisi, USSR, 14-26 October 1977). Final Report.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Pub Date-78
Note-101p.; For related documents, see ED 152 513-515
Available from-UNIPUB, Box 433, Murray Hill Station, New York, New York 10016 (no price quoted)

Document Not Available from EDRS.

Descriptors-*Conference Reports, Curriculum, Environment, *Environmental Education, *Government Role, Instruction, *International Organizations, *International Programs, Teacher Education
Identifiers-*UNESCO, *USSR (Tbilisi)

Delegates from 66 UNESCO member states were involved in this conference, as well as various observers and members of other organizations. The following were the main points of the agenda: (1) major environmental problems in contemporary society; (2) role of education in facing the challenges of environmental problems; (3) current efforts at the national and international levels for the development of environmental education; (4) strategies; and (5) regional and international cooperation. The results of the conference were a declaration which appeals to the UNESCO member states to include: (1) measures in their educational policies designed to introduce environmental concerns; and (2) activities and contents into their education systems. A series of 41 recommendations are presented; these recommendations outline the role, objectives and guiding principles of environmental education. (Author/BB)

ED 161 761 SE 025 261

Beyer, Fred L.

What On Earth? Teacher's Guide. An Instructional Television Series for Eighth-Grade Earth Science.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Educational Media.

Pub Date-78

Note-253p.

EDRS Price MF-$0.83 HC-$14.05 Plus Postage.

Descriptors-*Earth Science, *Educational Television, *Elementary Secondary Education, Geology, Junior High School Students, Meteorology, Oceanology, *Program Descriptions, *Science Education, *Teaching Guides

This publication is intended to serve as a teacher's guide for the instructional television series entitled "What On Earth?" The program, a one-year course for eighth-grade students, is composed of units on the earth as a body in space, meteorology, oceanography, and geology. Each topic is covered through a series of television programs. In the guide, each lesson is described in terms of a synopsis, concepts, objectives, learning activities, and references. Textbook references for each major unit of study are provided. As additional material, the publication contains lists of equipment for the earth science classroom, a textbook bibliography and a directory of publishers and distributors. (CP)

ED 161 783 SO 011 202

Break, George F., Ed. Wallin, Bruce, Ed.

Taxation: Myths and Realities. A Courses by Newspaper Reader.

California Univ., San Diego. Univ. Extension.
Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date-78
Note-377p.; For a related document, see SO 011 201
Available from-Addison-Wesley Publishing Company, Reading, Massachusetts 01867 ($9.95)
Document Not Available from EDRS.
Descriptors-Adult Education, *Autoinstructional Programs, *Content Reading, Enrichment Programs, *Finance Reform, *Instructional Materials, Newspapers, Political Issues, *Primary Sources, Property Taxes, Secondary Education, Tax Effort, *Taxes, Tax Rates

This reader is one of two supplementary materials for a newspaper course about taxation and tax reform. Five units contain 75 primary-source readings about topics such as tax loopholes, social security financing, income tax reform, the impact of taxes on the economy, and alternatives to the property tax. Sources include government publications, reports by independent research organizations, scholarly journals, newspapers, and conference proceedings. Unit one, The Uses and Abuses of Taxation,'' presents readings about public versus private policy, international tax comparisons, tax legislative processes, the role of the president in tax reform, goals of taxation, the equal treatment principle, tax shelters, and loopholes. Unit two, Taxes and the Economy,'' explores tax rates and consumer spending, problems with social security taxes, accelerated depreciation and tax credits as investment incentives, and tax policy as a weapon against inflation. Unit three, Federal Tax Problems and Policy Options,'' reviews taxation of capital gains, personal and corporate income taxes, penalties on married workers, consumption and net worth taxation, opinions on a tax cut, and issues of tax reform. Unit four, State and Local Tax Problems and Policy Options,'' examines the property tax, real property exemptions, local sales and income taxes, revenue sharing, and special federal aid to cities. Unit five Tax Reform: Myth or Reality?,'' focuses on possibilities of tax reform. Readings explore alternative federal revenue sources and the politics and ethics of tax reform. (AV)

ED 161 311 HE 010 498

Tappe, Christopher Brubaker, Paul

An Evaluation of the Small College Consortium, 1977-78. A Title III Project. Part I: Survey Results.

Small Coll. Consortium, Washington, D.C.; Systems Research, Inc., Washington, D.C.

Report No.-SR-78-0029

Pub Date-Aug 78

Note-259p.; Parts may not reproduce clearly due to colored paper

Available from-Systems Research, Incorporated, 1030 15th Street, Suite 300, Washington, D.C. 20005

EDRS Price MF-$0.83 HC-$14.05 Plus Postage.

Descriptors-College Administration, *Consortia, *Federal Programs, Higher Education, *Interinstitutional Cooperation, Organizational Change, *Organizational Development, Organizational Effectiveness, Program Evaluation, Questionnaires, *Small Colleges, Statistical Data, Surveys, Tables (Data), Technical Assistance

Identifiers-*Developing Institutions, *Elementary Secondary Education Act Title III

The summative evaluation of the Small College Consortium (SCC) for the school year 1977-78 examined the project to assess: its perceived impact; the effectiveness of the project staff; the adequacy of the budget available to each college; the degree to which comprehensive, integrated, ongoing development has taken hold; perceived needs for future activities; and how colleges are changing, according to certain quantitative criteria. Six questionnaires were completed by participating project personnel, including presidents, on-campus coordinators, campus groups of faculty, staff, and students, and SCC professional staff members. It is concluded that this kind of technical assistance consortium can serve to transform small institutions from schools frantically coping with daily survival issues to strategically planned, efficiently operating centers of higher education. If Title III programs are going to be evaluated on the basis of developing viable institutions, this program is considered highly successful. The questionnaires and resulting data are included. (Author/MSE)

ED 161 434 IR 006 399

Tatsuoka, Kikumi

Approaches to Validation of Criterion-Referenced Tests and Computer-Based Instruction in a Military Prdject.

Illinois Univ., Urbana. Computer-Based Education Lab.
Spons Agency-Advanced Research Projects Agency (DOD), Washington, D.C.
Report No.-MTC-22
Pub Date-Jan 78
Note-65p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Bayesian Statistics, *Computer Assisted Instruction, *Criterion Referenced Tests, *Evaluation Methods, *Mastery Learning, Mathematical Models, *Military Training, Program Evaluation, Program Validation, Test Validity
Identifiers-*PLATO

This study examined the appropriateness of the use of criterion referenced tests as a means of controlling an individual student's advancement to the next level of instruction or retention in the current unit in the PLATO Air Force Base Computer-Based Education project at Chanute. The study was also concerned with program evaluation, which requires the establishment of a criterion rate for validation of a lesson, so that a lesson would be considered validated if the percentage of failure rate at the end of the lesson were less than the criterion. (CMV)

ED 161 458 IR 006 728

Hoberman, Judith Sloane

Guidelines for the Consolidation of School Libraries.

Note-7p.; Document may not reproduce well due to quality of original

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Elementary School Libraries, Library Collections, Library Facilities, *Library Planning, Library Technical Processes, *School Libraries, *School Redistricting

When schools are closed due to declining student enrollment, students and materials must be relocated to a central facility. Problems encountered in consolidating the school libraries may include overcrowding of the central library, excessive duplication of material and equipment, and overwhelming clerical tasks for the librarian in charge of the consolidated facility. This paper offers advice on how to deal with these problems, as well as personnel conflicts, physical facility design, moving, and relations of the library with the community. (JAB)

ED 161 736 SE 025 202

National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Noise.

National Field Research Center Inc., Iowa City, Iowa.
Spons Agency-Environmental Protection Agency, Washington, D. C.
Pub Date-78
Grant-EPA-T-900591
Note-207p.; For related documents, see SE 025 197-211; Photographs may not reproduce well
EDRS Price MF-$0.83 HC-$11.37 Plus Postage.
Descriptors-*Acoustics, Curriculum, Educational Assessment, Energy, *Engineering, Environmental Education, Graduate Study, *Higher Education, *National Surveys, Pollution, *Postsecondary Education, Program Descriptions, Science Education, *Sciences, Surveys
Identifiers-*Noise Pollution

Noise-related training programs were reviewed in nine degree-granting institutions in seven states. These programs represent a sample, only, of the various programs available nationwide. The enrollment profile and average number of graduates by degree level for the past three years are given, as well as the apparent enrollment trends by degree over the past three years. The noise programs which are described in the profile are served by a total of 69 full-time and 88 part-time faculty. Information is given on the curricula and sources of research funds and student financial support. A national noise employment profile is also presented. (BB)

ED 161 868 SP 013 288

McBride, Deborah

Teachers Using Volunteers and Aides: An Inservice Teaching Packet.

Pub Date-78
Note-64p.; For related document, see SP 013 289
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Inservice Teacher Education, *Lesson Plans, *Paraprofessional School Personnel, Resource Teachers, Teacher Aides, Teacher Developed Materials, *Teacher Educators, Teaching Guides, Volunteers, *Volunteer Training

Designed to help inservice teacher educators guide teachers in training and using paraprofessional assistance in the classroom, this inservice packet provides complete lesson plans for six sessions of 45 minutes to an hour. Specific objectives for this inservice plan are to involve classroom teachers with the following activities: (1) determining and listing ways a volunteer/aide can assist in their classroom; (2) developing a communication vehicle for setting daily or weekly tasks for a paraprofessional or volunteer; (3) planning an orientation program for the paraprofessional and volunteer; and (4) developing evaluation procedures for continuous progress checks of paraprofessional-teacher working relationships. The packet also includes a glossary of terms, references, and forms useful in volunteer programs. (Author/DS)

ED 161 351 HE 010 579

Geiger, Joseph J.

Development of an Inventory of Fiscal Competencies for Colorado Postsecondary Academic Administrators. AIR Forum Paper 1978.

Pub Date-May 78

Note-32p.; Paper presented at the annual Association for Institutional Research Forum (18th, Houston, Texas, May 21-25, 1978)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Administrative Problems, *Administrator Qualifications, Bibliographies, *Budgeting, *Educational Administration, *Educational Finance, Expenditures, Fiscal Capacity, Governance, Higher Education, *Inservice Education, Institutional Research, Instructional Materials, Planning, Professional Training, Skill Development, State Surveys, State Universities

A survey, designed to assist in the development of an inventory of fiscal competencies that academic administrators perceive to be needed if they are to be effective contributors to the budgetary process and to seek answers to the question of the existence of a widespread need for the development of in-service training programs for academic administrators, was administered to administrators of 13 Colorado postsecondary institutions. The study analyzed responses from 319 administrators who were asked to respond to 41 proposed fiscal competencies relating to budget requests, proper expenditure of appropriated resources, and translation of educational planning into fiscal impacts. The results of the survey demonstrated an overall need by administrators to significantly upgrade developing in-service curricula customized to one of three administrative levels, one of three institutional types, and two institutional sizes. The results can be used in any public postsecondary institution operating in a budgetary environment characterized by line item incremental budgets, a strong executive or legislative branch of government, and state-wide educational coordination with some state-level governance. A bibliography is provided. (Author/JMD)

Hall, Toni

Integrating Postsecondary Program Planning and Employment Demand. AIR Forum Paper 1978.

Pub Date-May 78
Note-18p.; Paper presented at the annual Association for Institutional Research Forum (18th, Houston, Texas, May 21-25, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Community Colleges, *Data Analysis, Data Collection, Data Processing, Educational Demand, Educational Planning, Educational Supply, *Employment Opportunities, Information Dissemination, Information Processing, *Information Systems, *Manpower Needs, *Postsecondary Education, *State Programs, Statewide Planning
Identifiers-*Education and Work, Texas, Texas 1202 Commission, Tex SIS Followup Services

A major state-coordinated program in Texas is helping education decision makers and the general public who need information about inputs, activities and cost, and also about the results and impacts of educational programs. Educators have encountered two major problems in obtaining information for effective planning and management: the lack of reliable data with which to make decisions and the absence of systematic data analysis that translates raw data into usable information. The program now operational in Texas includes two major components to address these problems: (1) the Texas Student Follow-Up Information System (TEX-SIS) which provides postsecondary supply data to assist in the development, operation, and evaluation of community college programs; and (2) the primary work of the Texas 1202 (Commission, a project to produce educational supply/occupational demand information for education decision-makers, students and counselors, and the general public. Dissemination materials and carefully identified target populations make up the components for distribution of the Tex-SIS follow-up data and the supply/demand information of the 1202 Commission. A list of resource materials is provided. (Author/JMD)

ED 161 391 HE 010 625

Allen, Bruce H.

The Role of Institutional Research in the College and University Marketing Process. AIR Forum Paper 1978.

Pub Date-May 78

Note-18p.; Paper presented at the annual Association for Institutional Research Forum (18th, Houston, Texas, May 21-25, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*College Planning, Decision Making, Educational Demand, *Higher Education, *Information Needs, Information Services, *Information Sources, Information Systems, *Institutional Research, *Marketing, Research Tools, School Community Relationship

The college and university marketing system must be viewed as a separate but integrated area within the institution requiring its own planning and implementation cycle. The marketing concept as it applies to higher education means that a college or university exists to provide satisfaction to external and internal constituents (or segments thereof) who can be instrumental in providing the institution with the support and resources needed for survival and development. To effectively satisfy external and internal publics, a timely flow of decision-oriented information is necessary to support the marketing planning process. It is the crucial role of institutional research to design and implement a marketing information system to serve the primary marketing-oriented units within the organization. Some of the data necessary for effective marketing planning must be obtained using research methods and procedures not customarily practiced by institutional research staffs. Given the necessity for systematic marketing in higher education over the next 20 years, sharp increases may be required in both the status and funding of the on-campus institutional research office. (Author/JMD)

ED 161 498 JC 780 577

Freeman, Nancy S.

An Appraisal of the Industrial Cooperative Education Program Based on Responses from Students and Employers. Supplemental Report No. 3: The Women Students.

Macomb County Community Coll., Warren, Mich.

Pub Date-14 Nov 78

Note-27p.; Second printing of a report dated originally January 13, 1978

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Academic Achievement, Commercial Art, Community Colleges, Cooperative Education, *Cooperative Programs, Employment Potential, *Females, Graduates, *Junior Colleges, Relevance (Education), *Student Characteristics, Technical Education, *Vocational Education, Vocational Followup, Work Experience

As part of a study appraising the industrial cooperative education program at Macomb County Community College (MCCC), 54 women enrolled from 1970 to 1975 in Design and Mechanical Technology and Graphic and Commercial Arts programs, and their employers were surveyed. A comparison of the 30 women in the cooperative programs and the 24 non co-op students revealed: 16% more co-op students graduated; 26% more co-ops held program-related jobs; 13% more non co-ops had program-related previous job experience; 12% more non co-ops took courses at a four-year college after MCCC; 3.3% more non co-ops are unemployed and seeking work; and 14% more non co-ops are unemployed and not seeking work. When comparing the women and men from the co-op group it was found that: more men graduated (16%), had previous job experience (18%), continued working for the co-op company (16%), and took courses at a four-year college (9%); whereas 11% more women were unemployed and seeking work. The Graphic Art program accounted for 41% of the entire group of women respondents; within the program, comparisons between co-op and non co-op students showed that: 26% more co-ops graduated; 18% more co-ops had program-related jobs; 12% more non co-ops were unemployed and seeking work; and 13% more non co-ops attended a four-year college after MCCC. (MB)

ED 161 517 PS 010 068

Hodgden, Laurel And Others
School Before Six: A Diagnostic Approach. Volume II (Revised Edition).
Central Midwestern Regional Educational Lab., St. Ann, Mo.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.
Pub Date-74
Note-353p.; For Volume I, see PS 010 067; Pages 694 through 742 of the original document contain copyrighted material and therefore are not available. They are not included in the pagination
Available from-CEMREL, Inc., 3120 59th Street, St. Louis, Missouri 63139 ($8.50)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Art Activities, Child Development, *Diagnostic Teaching, Group Activities, Instructional Materials, *Kindergarten Children, Language Skills, *Learning Activities, Music Activities, Needs Assessment, Physical Activities, Playground Activities, *Preschool Children, Preschool Education, Science Activities, Student Records, *Teacher Developed Materials, Teaching Guides, *Teaching Procedures

This collection of learning activities, appropriate for preschool and kindergarten children, is the second volume of a 2-volume manual which describes a diagnostic method of teaching young children. The activities are organized according to program areas. A description of each activity includes information on its uses, materials needed, and final comments and cautions. Chapter 12, the first chapter in this volume, focuses on large motor and outdoor activities including sand, water and block play. Chapter 13 describes activities using art materials for developing the child's creativity. Activities incorporating paints, playdough, crayons, climbing equipment, books and songs are discussed. Chapters 14 to 19 deal with activities in the following areas: small motor and perceptual motor; language; science; social science; cooking and food preparation; and music. Chapter 20 presents miscellaneous activities which include use of bulletin boards, an exploring table, and photography. The appendix includes all recording forms suggested for use and discussed in Volume I: face sheet, needs and plans sheets, language checklist, social-emotional checklist, and permission forms (medical, field trips, photo). Bibliographies and resource lists are also provided. (CM)

ED 161 574 RC 010 757

Stewart, Ida Santos Stone, Norma K.

The Identification of Texas Anglo, Black and Chicano Child Rearing and Child Care Practices in Relation to Child Care Career Competencies.

Pub Date-Apr 77

Note-15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, New York, April, 1977); For related document, see ED 131 331

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Anglo Americans, Attendant Training, *Attitudes, Blacks, Child Care, *Child Care Centers, *Child Care Workers, Child Rearing, Cultural Differences, *Cultural Factors, Day Care Services, Early Childhood, Ethnic Groups, Mexican Americans, Parent Attitudes, Professional Personnel, Teacher Attitudes

Identifiers-*Chicanos, *Texas

To identify cultural factors in both child rearing and child care practices which may influence training of preschool day care personnel, the study ascertained cultural differences in Anglo, Black, and Chicano child rearing practices in Texas and differences in how parents, center personnel, and early childhood professionals viewed appropriate child care center practices. Questionnaires were administered to 374 Anglo, Black, and Chicano parents, 367 child care practitioners, and 52 professionals in six geographic regions. Day care centers involved were considered by ethnic composition, urban/rural location, nonprofit/commercial status, and family income level. Responses were grouped into family relationships, discipline, feeding-eating practices, sleeping behaviors, toilet-training, verbal interactions, child care center, and parent-center relationships. Results showed overall general agreement among parents and practitioners on child rearing practices and attitudes toward child care centers; few major differences in attitudes, opinions, and practices of parents and practitioners; there were some cultural and regional differences. Though cultural factors may not be as important to personnel training as suspected, data indicated vocational training should encompass cross-cultural elements, bilingual capabilities, and professional teaching competencies. (RS)

ED 161 592 RC 010 823

SCDC Spanish Curricula Units. Spanish SL Strand, Unit 4, Grade Two, Supplement & Ditto Packet.

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Spanish Curricula Development Center, Miami Beach, Fla.
Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.
Pub Date-77
Note-266p.; Not available in hard copy due to sideways reading material; For related document, see RC 010 822
Available from-Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752 (Order No. 175-5, $3.50)
Language-Spanish; English
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Arithmetic, *Bilingual Education, Communications, Community Resources, Grade 2, Grammar, Instructional Aids, Instructional Materials, Learning Activities, *Neighborhood, Numbers, Primary Education, Reading Instruction, *Second Language Learning, Sentence Structure, *Spanish, Time, Transportation, *Visual Aids, *Worksheets
Identifiers-Ditto Masters

Supplementary instructional aids for unit four of Spanish as a Second Language for second graders, including visual aids and ditto masters for seatwork by students, are contained in this revised supplement. A teacher's guide corresponding to this unit gives the timetable for when these materials are to be used. Illustrations and worksheets are designed to help the teacher carry out learning activities which will provide the English-dominant child with structures and vocabulary for effective communication in a bilingual environment. These materials accompany activities largely in language arts and mathematics; some are for use with the three small pupil books which accompany the teacher's guide, and many illustrate the unit's basic theme of the neighborhood. Illustrations pertain to such areas as number lines, neighborhood communication and transportation, animals, words, sentence structure, verbs, numerals, time, places in the neighborhood, family members, school personnel, rooms in a house, and the weather. All language appearing on classroom materials is in Spanish, with brief introductions to the supplement and ditto packet in both Spanish and English. (RS)

ED 161 685 SE 024 999

Welch, Wayne W.

A Long-Term Study of the Stability of Learning Environments. Research Paper No. 24.

Minnesota Univ., Minneapolis. Coll. of Education.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Nov 77
Grant-NSF-GW-6800
Note-22p.; For related documents, see SE 024 989-998 and ED 148 632-640
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Educational Change, *Educational Environment, *Educational Research, Junior High Schools, *Mathematics Education, Perception, *Science Education, Secondary Education, Secondary School Mathematics, Secondary School Science, *Student Opinion
Identifiers-*Minnesota Research & Evaluation, National Science Foundation, Research Reports

This study was conducted to identify: (1) the changes in the learning environment of secondary school science and mathematics from 1972 to 1976; and (2) the effect of subject matter and grade level on the student's perception of the learning environment. The Learning Environment Inventory (LEI) which consists of 10 seven-item scale was administered by teachers to collect data from sampled classes in 15 states. A three-way multivariate analysis of variance (MANOVA) was used to analyze data. The three factors were year (1972, 1976), subject (science, math), and grade level (junior, senior high) of the students. Results showed that the students' perception of the social environment had changed significantly during the four year period. Significant subject and grade level differences were also found. These findings suggest the presence of duration, curricular and age effects on the student's perception of the learning environment. (HM)

Rust, Harry K. And Others

Demonstration and Research Pest Control: A Training Program for the Certification of Pesticide Applicators, Manual No. 10.

Extension Service (DOA), Washington, D.C.; Virginia Polytechnic Inst. and State Univ., Blacksburg. Extension Div.

Pub Date- 76

Note-107p.

EDRS Price MF-$0.83 HC-$8.01 Plus Postage.

Descriptors-*Agricultural Chemical Occupations, Agricultural Education, Environment, Herbicides, Insecticides, *Instructional Materials, *Manuals, *Pesticides, Postsecondary Education, Rodenticides, Safety, Science Education

Identifiers-*Pest Control, *Virginia

This manual is intended to provide the information necessary to meet EPA standards for demonstration and research pest control and prepare for the written examination required for certification. Emphasis is placed on the principles of safe pesticide use. Chapters are included on pesticide applicator certification in Virginia, basics of pest management, EPA regulations, guidelines for minimizing pesticide pollution, agricultural spray adjuvants, variables affecting the efficacy of pesticides, soil application, basics of insecticides, herbicides, fungicides, rodenticides, avicides, and nematicides. (BB)

ED 161 845 SP 013 223

Cole, Henry P.

Growth of Attitudes, Knowledge, and Skill Required by P.L. 94-142 Among Preservice Teachers.

Pub Date-Oct 78
Note-45p.; Paper presented at the University of Missouri-St. Louis, First Behavioral Studies Conference (St. Louis, Missouri, October 20-21, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Class Management, *Course Content, *Curriculum Design, Exceptional Child Education, Handicapped Students, Individualized Instruction, Learning Modules, *Mainstreaming, *Preservice Education, Program Evaluation, *Teacher Attitudes, Teacher Education
Identifiers-Positive Attitudes

Description of a course designed for preservice education students, with the objective of developing positive attitudes toward handicapped students and basic knowledge and beginning skills needed to instruct a wide variety of handicapped children in regular classroom settings, is presented. The course was divided into the following modules: (1) humanism, examining the relationship between perception and behavior; (2) teacher effectiveness training, providing techniques by which future teachers might best communicate with their students and examine their own attitudes; (3) contingency management, providing a basic methodology for management of instruction and behavior problems in the classroom; (4) mainstreaming rationale, promoting a better understanding of the problems of the handicapped; (5) individualization of instruction, developing knowledge and skill in a variety of methods of individualization; and (6) measurement and evaluation, designed to provide basic knowledge and skills in the use of teacher-made tests and assessment procedures as well as standardized tests in making judgments about student achievement and effectiveness of instruction. Appended are samples of forms used by students to evaluate the course. Summary statistics are presented in tabular form. (JD)

Horch, Dwight H.

Simulation of Financial Needs and Contributions of Adult Part-Time Students. Final Report. Volume II.

Educational Testing Service, Princeton, N.J.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Jun 78

Contract-400-77-0057

Note-85p.; For related document see HE 010 551

Available from-Educational Testing Service, Princeton, New Jersey 08540

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-Administrative Problems, Adult Education, *Adult Students, *Eligibility, Evaluation Criteria, Federal Aid, Federal Programs, *Financial Needs, Higher Education, Income, Models, Parental Financial Contribution, *Part Time Students, Policy Formation, Program Administration, *Simulation, Statistical Data, Student Costs, *Student Financial Aid, Student Needs, Tables (Data)

Identifiers-*Need Analysis

Anticipating an increase in the determinations of financial need and program eligibility for adult students, a review was undertaken of the current eligibility for aid of adults, the procedures used in determining their financial need, and the policy issues that might arise as the numbers of adults seeking and obtaining financial aid increases. Volume Two of the final report analyzes in depth eight alternative need analysis plans by simulation. Basic data and simulation results are given in tables. (MSE)

ED 161 411 IR 006 248

Hofstetter, Fred T.

Computer-Based Recognition of Perceptual Patterns in Harmonic Dictation Exercises.

Pub Date-Mar 78

Note-11p.; Paper presented at the Annual Meeting of the Association for the Development of Computer Based Instructional Systems (Dallas, Texas, March 1-4, 1978); For related document, see IR 006 231

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Computer Assisted Instruction, *Error Patterns, *Higher Education, Instructional Systems, *Music Education, Research

Identifiers-*Graded Units for Interactive Dictation Operation, University of Delaware

During the 1975-76 academic year student response data were saved for a group of 17 freshman music majors as they worked through 15 units of harmonic dictation exercises delivered on the University of Delaware's Graded Units for Interactive Dictation Operation (GUIDO) system. Analysis of the student data base led to the identification of seven confusion tendencies that affect the perception of harmonies: bass line confusions, confusions by inversion, confusions by chord function, confusions by chord quality, unperceived sevenths, unperceived roots, and favorite response confusions. The level of student achievement on individual harmonies was found to be highly correlated with the percentage of times these harmonies are asked in the curriculum. (Author)

ED 161 459 IR 006 730

Facts About Maryland's School Library Media Programs, 1976-77.
Maryland State Dept. of Education, Baltimore. Div. of Library Development and Services.
Pub Date-77
Note-34p.
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Educational Legislation, *Library Collections, *Library Expenditures, *School Libraries, Statistical Data, Tables (Data)
Identifiers-*Elementary Secondary Education Act, Maryland

This collection of statistical data on school library media programs is designed to assist local education agencies in examining their programs according to concepts contained in ``Criteria for Modern School Media Programs'' and other publications of the Division of Library Development and Services. These charts compiled from statistics obtained from Annual Library Media Center Reports provide comparative data about staff and collections, as well as information about expenditures and materials purchased with Elementary and Secondary Education Act, Title II and Title IV B funds. (Author/JAB)

ED 161 479 JC 780 558

Scheidt, Omar H.

Washington State System of Community Colleges.

Pub Date-Oct 78
Note-16p.; Paper presented at the University of California at Los Angeles Leadership Conference (October 18-20, 1978, Lake Arrowhead, California).
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Administrative Organization, Board Administrator Relationship, Board of Education Policy, Budgeting, Centralization, Community Colleges, *Educational Administration, Educational Finance, *Governance, Governing Boards, *Junior Colleges, School Accounting, *School Districts, School District Spending, State Aid, *State Boards of Education, State Legislation, State School District Relationship, State Standards, Tuition
Identifiers-Community College Act (Washington 1967), Washington

The highly centralized Washington State System of Community Colleges, as created by the Community College Act of 1967, is administered by a governor-appointed state board with one member from each of the seven congressional districts. Reporting to the state board on all revenues and expenditures made are 22 local boards of trustees. A commission for vocational education distributes federal funds to the K-12 and community college systems and solves jurisdictional disputes between the community colleges and vocational-technical schools. Regulations for expenditure of funds are set by the state budget director and the director of general administration. Fifteen percent of the operating budget is derived from tuition of $100 per quarter plus $16 for student activities; another 85% is derived through legislative appropriations. This description of the system also touches upon: residence requirements, formula-driven budget models used for both defining resource needs and for distributing resources, resource requirements, enrollment projections, faculty salary schedules, instruction and primary support services, library and learning resource centers, plant operation and maintenance, management information reports, student services, and institutional support. (MB)

ED 161 536 PS 010 182

Improving the Verbal Cognitive Skills of Disadvantaged Preschool Children Through the Arts. Project Termination Report.

Columbus Public Schools, Ohio.
Spons Agency-Bureau of School Systems (DHEW/OE), Washington, D.C.
Pub Date-31 May 77
Note-323p.; Best copy available
EDRS Price MF-$0.83 HC-$16.73 Plus Postage.
Descriptors-Comparative Analysis, Creative Development, *Disadvantaged Youth, *Early Childhood Education, Educational Research, Educational Strategies, Instructional Materials, Intervention, *Learning Activities, Manipulative Materials, *Sensory Integration, *Teaching Methods, Verbal Ability, *Verbal Development
Identifiers-*Clay

Three hundred twenty-six disadvantaged boys and girls in pre-kindergarten and kindergarten were pre- and post-tested in clay sculpturing, drawing and verbal cognitive abilities to determine whether teaching children through a non-verbal art medium, clay, would improve their verbal skills. Assessment instruments were developed. Children were assigned to 1 of 4 treatment groups in which teachers (1) encouraged children's clay activities; (2) provided guidance through discussions of how to solve clay sculpturing problems; (3) supplemented discussion with demonstrations of techniques for working with clay; and (4) provided no special treatment (this group served as a control). The data analysis focused on 3 research questions: (1) Does intervention through clay make a difference in the development of children's verbal cognitive achievement? (2) Does the method of teaching clay make a difference in the development of children? and (3) What type of clay teaching program is best for which type of children? Children in the combined experimental teaching programs made significantly more improvement than the control group in clay, drawing, and verbal cognition achievement, and the technique teaching approach was most effective in developing clay, drawing and verbal cognitive capabilities in all boys and girls. These and other findings are discussed in detail. Appendices provide information on testing and teacher-training materials used in the study. (Author/SE)

ED 161 556 PS 010 219

Hallinan, Maureen T.

The Evolution of Children's Friendship Cliques.

Spons Agency-Spencer Foundation, Chicago, Ill.
Pub Date-Nov 77
Note-44p.; Best copy available; Parts may be marginally legible due to print quality
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Age Differences, *Childhood Friendship, *Class Organization, Class Size, Cross Sectional Studies, Elementary School Students, *Elementary Secondary Education, Group Structure, Intermediate Grades, Interpersonal Attraction, Junior High School Students, Longitudinal Studies, Open Education, *Peer Relationship, *Sex Differences, Social Relations
Identifiers-Cliques

This paper investigates the formation and evolution of friendship cliques among preadolescent youth in elementary and junior high grades 4 through 8. Two sets of data were collected: the first set consisted of cross sectional data from 51 classes (grades 5 through 8); the second set contained sociometric data collected from 11 classes (grades 4 through 6) at several time points over a school year. Students' assignment of best friend designations to classmates were used in the analysis. Characteristics of individual children and of their classroom settings were found to affect the number of friendships in the class and the number and size of cliques. Class size and classroom organization were found to influence average number of friends and number, size and stability of cliques. Age and sex affected density of the friendship network, number of social isolates and clique membership. While some cross-sex friendships were reported, a total separation by sex existed in the cliques in every class. Students in open classes received fewer friendship choices on the average than those in more structured classes but the choices were more evenly distributed in the open settings. It was concluded that elementary children engage in social behavior that is characterized by a tendency toward cliquing, sex separation and exclusivity of relations. These characteristics are affected by the organizational setting to which the students interact. (Author/RH)

ED 161 610 RC 010 892

SCDC Spanish Curricula Units. Spanish SL Strand, Unit 10, Grade 3, Supplement & Ditto Packet.

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Spanish Curricula Development Center, Miami Beach, Fla.

Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.

Pub Date-77

Note-404p.; Not available in hard copy due to sideways reading material; For related document, see RC 010 891

Available from-Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752 (Order No. 283-2, $3.50)

Language-Spanish; English

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Bilingual Education, Childrens Literature, Community Role, Grade 3, Grammar, Instructional Aids, Instructional Materials, *Learning Activities, Music Activities, Primary Education, Reading Materials, *Second Language Learning, Singing, *Spanish, Student Evaluation, *Visual Aids, *Worksheets

Identifiers-Ditto Masters, *Spanish (Second Language)

Support materials for the last of 40 instructional kits of the Spanish as a Second Language Strand for primary grades are contained in this supplement to Unit 10 developed for third graders. A teacher's guide for this unit, consisting of kits 37-40, gives the timetable for use of materials. These instructional aids are designed to help the teacher carry out learning activities which will provide the English-dominant child with structures and vocabulary for effective communication in a bilingual environment. Illustrations are intended to stimulate oral language and conceptual development, while the ditto masters are for making multiple copies of visuals and individual seatwork sheets for both instruction and assessment. Kit activities support a basic theme of communities around the world. Supplementary materials include words, music, and illustrations for songs (recordings available through the Fine Arts Strand); illustrated stories; format of a diary; visuals to use with how plants and animals protect themselves; dictionaries for two stories; worksheets for various grammar exercises; and illustrations about adventures, communities of the world, and occupations (derivative words). Classroom materials are in Spanish. Each kit is for a two to three week teaching period. (RS)

ED 161 662 SE 024 176

Liebrenz, Marilyn L., Ed.

Supervisory Management in the Water/Wastewater Field: Self Study Program. Revised Second Edition. Textbook and Student Manual. Lessons 1-7 and Appendix. Executive Programs of the Graduate School of Business Administration of Michigan State University.

Michigan State Univ., East Lansing. Coll. of Business.

Spons Agency-Environmental Protection Agency, Washington, D.C. Office of Water Programs.

Pub Date-77

Note-392p.; Some colored pages will not reproduce well; Contains occasional light and broken type

EDRS Price MF-$0.83 HC-$20.75 Plus Postage.

Descriptors-Certification, *Environmental Technicians, *Instructional Materials, Job Skills, Pollution, *Postsecondary Education, *Professional Training, *Supervision, Waste Disposal, *Water Pollution Control

Identifiers-Waste Water Treatment, Water Quality, *Water Treatment

This document is the student manual for a self-study course on managerial principles as they relate to the water or wastewater treatment field. Each of the seven lessons is concerned with a segment of the management process and corresponds to reading material in the accompanying text. An objective and subjective test portion is included in each lesson. Topic areas are: introduction; responsibility toward delegation and motivation; problem-solving and communication skills; planning and organizing; staffing; responsibility in directing and controlling; and relations with the unions and employees. A management-audit format is provided in the appendix. (CS)

ED 161 712 SE 025 172

Jeske, Walter E.

Toward an Action Plan: Report on the Intergovernmental Conference on Environmental Education.

Pub Date-Aug 78

Note-24p.; Paper Presented at the Annual Meeting of the Conservation Education Association (25th, Logan, Utah, August 16, 1978).

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Conference Reports, *Educational Programs, Environment, *Environmental Education, *International Programs, Objectives, Program Guides, *Program Planning

This is a report on the Intergovernmental Conference on Environmental Education held from October 14-26 in the USSR. The conference intended to create the necessary framework for broad programs of international cooperation, to reach agreement on goals, objectives, and guiding principles for environmental education, and to devise practical recommendations for action in environmental education. The conference adopted a 60-page final report that contained 41 recommendations. Among them was an international framework for environmental education consisting of a goal statement, objectives, and guiding principles. These goals, objectives, and principles are presented in this report along with some suggestions for implementation in the United States. (BB)

ED 161 802 SO 011 275

Azzouz, Azzedine And Others

Selected Bibliography of Educational Materials: Maghreb, Algeria, Libya, Morocco, Tunisia. Vol. 10, No. 3, 1976.

Agence Tunisienne de Public Relations, Tunis (Tunisia).

Spons Agency-National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.-TT-76-55094/3

Pub Date-76

Note-38p.; For a related document, see SO 011 276; Not available in hard copy from EDRS due to poor reproducibility of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Annotated Bibliographies, *Comparative Education, Developing Nations, Educational Objectives, *Educational Philosophy, *Educational Practice, Elementary Secondary Education, Foreign Countries, Higher Education, Illiteracy, Primary Education, Resource Materials, Special Education, Teaching Methods, Vocational Education

Identifiers-*Africa (North), Algeria, Libya, Maghreb Countries, Morocco, Tunisia

The bibliography contains 94 English language annotations of newspaper articles and government publications about education in selected North African countries. Most of the entries were published during the period July-September 1976. Organized by country, the bibliography presents sources relating to educational philosophy and theory, teacher training, teaching methods and aids, special education, agricultural education, and structural organization of all levels from primary through higher education, including vocational education. A list of periodical sources concludes the document. (AV)

ED 161 821 SO 011 309

Iadicola, Peter Moore, Helen

Ethnic and Class Bias in Teacher Expectations of Junior High School Students: A Test of the Bowles and Gintis Thesis.

Pub Date-Nov 77

Note-30p.; Paper presented at Annual Meeting of American Sociological Association (San Francisco, California, September 4-8, 1978)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Academic Achievement, *Cognitive Ability, Data Analysis, Educational Practice, Ethnicity, *Evaluation Criteria, Grade 8, Grades (Scholastic), Junior High School Students, Literature Reviews, Models, Racial Factors, *Relationship, Research Needs, Secondary Education, Self Concept, Socioeconomic Influences, Statistical Analysis, *Student Characteristics, Tables (Data), *Teacher Attitudes, Teacher Characteristics, Teacher Influence, Teacher Role

Identifiers-Bowles (Samuel), Gintis (Herbert)

The paper describes a study to measure the relationship of teacher expectations to student characteristics and academic achievement. Specifically, the study assessed the validity of principles regarding teacher expectations set down by sociologists Samuel Bowles and Herbert Gintis. Bowles and Gintis maintained that teacher expectations are substantially affected by students' personalities, social and family backgrounds, presentation of self, and cognitive skills. Data were taken from 1,825 eighth grade students in 18 desegregated junior high schools in Washington, Texas, and California. Teachers rated students with regard to personality characteristics, cognitive skills, and students' presentation of self. Ratings and predictor variables including ethnicity and sex were analyzed by standard regression techniques. Findings indicated that the Bowles and Gintis model was not entirely upheld because teachers' expectations were much more powerfully influenced by teacher perceptions of cognitive skills than by students' presentation of self, personality characteristics, or ascriptive characteristics. Additional research is suggested on processes of development and change in areas of personality characteristics, skills regarding the presentation of self, student educational and occupational expectations, cognitive skills, academic success, and teacher expectations. (DB)

ED 161 435 IR 006 400

Lyman, Elisabeth R.

PLATO Highlights, Fifth Revision.

Illinois Univ., Urbana. Computer-Based Education Lab..

Pub Date-Mar 78

Note-58p.

Available from-Computer-Based Education Research Laboratory, University of Illinois, Urbana, Illinois ($2.60)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-*Bibliographies, *Computer Assisted Instruction, Computers, Educational Innovation, *Financial Support, Geographic Distribution, Graphs, *Historical Reviews, Instructional Materials, Networks, Program Descriptions, Programing Languages

Identifiers-*PLATO

This description of the PLATO system over its first seven years describes the development of PLATO III and PLATO IV, lists financial supporters of the PLATO project from 1960 to 1977, outlines highlights in its history, and provides a chronological list of publications about the system. Figures include the locations and increasing numbers of PLATO terminals at the University of Illinois and student usage by year. (CMV)

ED 161 627 RC 010 909

SCDC Spanish Curricula Units. Science/Math Strand, Unit 9, Grade 3, Teacher's Guide.

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Spanish Curricula Development Center, Miami Beach, Fla.

Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.

Pub Date-77

Note-285p.; Not available in hard copy due to sideways reading material; For related document, see RC 010 910 ; Parts marginally legible due to print quality

Available from-Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752 (Order No. 257-3, $4.50)

Language-Spanish; English

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Addition, *Bilingual Education, Elementary School Mathematics, Elementary School Science, Grade 3, Instructional Materials, *Learning Activities, Learning Modules, *Mathematics Curriculum, Mathematics Instruction, Metric System, Multiplication, Primary Education, *Science Curriculum, Science Experiments, Science Instruction, *Spanish, Spanish Speaking, Spiral Curriculum, Student Evaluation, Subtraction, *Teaching Guides

Instructional and assessment activities in science and math for third graders are presented in this teacher's guide to unit nine. Focus, objectives and materials for each activity are in English and Spanish, while teacher instructions are only in Spanish. The unit's theme is ``the nation as a community''; related to the theme are the four spiraling questions developed in each of the four unit kits. Kit 33 treats what the elements are, and studies heat as a form of energy and types of heat conductors. Math activities deal with forms of measurement. Kit 34 asks what alternatives the individual faces and studies magnetism. Its math activities deal with inverse relation between addition and subtraction, associative property of addition, place value of numerals, and short form subtraction. Kit 35 deals with how the individual can initiate change and pupils learn about electricity as it relates to the experiences of everyday life. Math activities deal with repeated addition as readiness for multiplication, the commutative and associative properties of multiplication, and the multiplication table for equations from 0 to 5. Kit 36 examines what happens as a result of change and deals mainly with simple machines that push or pull. Math activities continue with multiplication skills and the metric system is introduced. (DS)

ED 161 644 RC 010 935

SCDC Spanish Curricula Units. Science/Math Strand, Unit 7, Grade 3, Supplement & Ditto Packet.

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Spanish Curricula Development Center, Miami Beach, Fla.
Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.
Pub Date-76
Note-205p.; Not available in hard copy due to sideways reading material; For related document, see RC 010 934
Available from-Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752 (Order No. 222-0, $3.00)
Language-Spanish; English
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Addition, *Bilingual Education, Botany, Elementary School Mathematics, Elementary School Science, Grade 3, Instructional Aids, Instructional Materials, Learning Activities, *Mathematics Materials, Measurement, Primary Education, *Science Materials, *Spanish Speaking, Subtraction, Time, *Visual Aids, *Worksheets, Zoology
Identifiers-Ditto Masters

Instructional aids for classroom use and worksheets which may be reproduced for individual seatwork are included in these support materials for unit seven of the science/math strand developed for Spanish-speaking students in grade three. They are designed to be used with the teacher's guide to the unit, which contains a timetable for their use. The instructional aids and ditto masters are to help the teacher carry out instructional and assessment activities. The worksheets are to be presented under supervision rather than as independent tasks. Science materials pertain to activities about plants and animals, life cycles, birth and death rates, food chains, and adaptation; math materials encompass regrouping techniques for adding and subtracting two-digit numbers, measurement by ruler and yardstick, liquid measurements, telling time, line segments, points, intersections, and Roman numerals to XII. All classroom materials are in Spanish. (RS)

ED 161 737 SE 025 203

National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Pesticides.

National Field Research Center Inc., Iowa City, Iowa.
Spons Agency-Environmental Protection Agency, Washington, D. C.
Pub Date-78
Grant-EPA-T-900591
Note-305p.; For related documents, see SE 025 197-211; Photographs may not reproduce well
EDRS Price MF-$0.83 HC-$16.73 Plus Postage.
Descriptors-Agricultural Chemical Occupations, *Curriculum, Educational Assessment, Engineering, Environmental Education, Graduate Study, *Higher Education, *National Surveys, *Pesticides, Postsecondary Education, *Program Descriptions, Science Education, *Sciences, Surveys
Identifiers-*Toxicology

Pesticide- and toxicology-related programs were reviewed in 21 states and in 26 academic institutions. These programs represent a sample, only, of the various programs available nationwide. Enrollment profiles are given for both pesticide and toxicology programs. The programs described in these profiles are served by a total of 620 faculty. Fifty-nine of these were part time. Information is given on curricula, sources of research funds, and student financial support. Employment data is given for graduates from the 26 institutions visited that offer degrees. (BB)

ED 161 784 SO 011 219

Johnson, Jerry A.

Communal Parents' Perceptions of Child Rearing.

Pub Date-77
Note-176p.; Pages 123-124 of Appendix C may not reproduce clearly due to small type size in original document; Master's Thesis, California State University
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Descriptors-Child Care, *Child Rearing, *Collective Settlements, Comparative Analysis, Cooperatives, Family Role, Fathers, Mother Attitudes, Mothers, Parent Attitudes, *Parent Role, *Socialization, *Social Science Research, Values
Identifiers-California, Oregon

This research studied the new childrearing values and practices which are emerging among humanistic communal parents. Thirty-three parents from seven share-the-land cooperatives in northern California and southwestern Oregon were interviewed. Questions were asked about experiences related to childbirth, the nature and sources of child care provided, and child-rearing practices within various situations. A values and attitudes scale was administered to assess approval of conventional social roles, traditional family values, and contemporary child-rearing values. Part of the study focused on the roles of mother and of father, and on differences between females and males in responses to questionnaire items. The results suggest that even though these communal parents were committed to equality between the sexes and equal division of child-rearing tasks, the paternal child-rearing role was subordinate to the maternal role. Another finding was that males and females agreed that the primary socializing agent was the mother. Other important socializing agents cited by females included not only fathers, but other persons outside the parental dyad. Males, however, tended to mention only fathers. Among other findings was that mothers strongly valued the use of parental modeling and believed that parental behavior helped shape children's behavior. The fathers appeared less certain about the effectiveness of parental modeling. (Author/RM)

ED 161 869 SP 013 289

McBride, Deborah

Training Volunteers and Aides: An Inservice Teaching Packet.

Pub Date-78
Note-56p.; For related document, see SP 013 288
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Inservice Education, *Lesson Plans, On the Job Training, *Paraprofessional School Personnel, Teacher Aides, Teacher Developed Materials, *Teaching Guides, Training Objectives, Volunteers, Volunteer Training

This inservice packet is designed to guide teachers in training paraprofessionals to function in the school community. Complete lesson plans are included for six lessons of approximately 45 minutes to an hour. Specific measurable objectives are cited, and participant activities include: (1) discussing the value and use of paraprofessional assistance in the school setting; (2) developing a specific list of tasks that can be performed in the school setting; (3) being trained according to their specific job descriptions (i.e., clerical, tutoring, enrichment, use of machinery, etc.); and (4) developing an awareness through discussion of the professional ethics involved in working in a school setting. Also included is a section on general principles and guidelines for successful tutoring and a list of additional resources. (Author/DS)

ED 161 312 HE 010 500

Seibert, Warren F.
National Project III, Elevating the Importance of Teaching. Fund Associate's Final Report.
Purdue Univ., Lafayette, Ind.
Spons Agency-Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.
Pub Date-Oct 77
Grant-G007502063
Note-80p.; Appendix B not reproducible
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-College Instruction, *Computer Oriented Programs, *Course Evaluation, *Educational Assessment, *Evaluation Methods, *Faculty Evaluation, Federal Programs, Higher Education, *Instructional Improvement, Interinstitutional Cooperation, Statistical Analysis, Test Results
Identifiers-*CAFETERIA System, Purdue University IN

Purdue University's participation as a fund associate in National Project III (NP III) for elevating the importance of teaching has its origins in a flexible and diagnostic instructional evaluation system called ``CAFETERIA.'' CAFETERIA services include test development, scoring, and analysis; social surveys on topics of importance in education; assistance in behavioral research and statistical analysis; operation of an instructional grant program; and evaluation of instruction or of educational programs. Local NPIII activities include the continuation of CAFETERIA services to faculty and use of the system by other independent institutions. It is recommended that institutions deciding to implement similar services should operate initially on a limited or pilot basis. Several studies conducted using CAFETERIA data are described. Other NPIII activities include report preparation, participation in colloquia on instruction and evaluation, and aid to other schools in establishing pilot trials of CAFETERIA services. Chances of institutional success in implementing similar evaluation programs are best when there is broad institutional representation in decisions to implement such programs. Evaluation services should be provided directly and in confidence to individual faculty. A first priority need for the future is to achieve a better balance between administrative and diagnostic use of ratings. Appended are a sample of instructor reports; issues of the instructional memo series, ``Trends in Learning and Teaching,'' containing information on the CAFETERIA system; items from faculty evaluation questionnaires; and papers on faculty evaluation and the CAFETERIA model. (SW)

ED 161 331 HE 010 551

Bowman, James L. Van Dusen, William D.

The Determination of the Financial Needs of Adult Part-Time Students in Postsecondary Education. Final Report, Volume I.

Educational Testing Service, Princeton, N.J.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jun 78
Contract-400-77-0057
Note-138p.; For related document see HE 010 550.
Available from-Educational Testing Service, Princeton, New Jersey 08540
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-Administrative Problems, Adult Education, *Adult Students, Bibliographies, *Eligibility, Evaluation Methods, Federal Aid, Federal Programs, *Financial Needs, Higher Education, Income, *Part Time Students, Policy Formation, Program Administration, Research Needs, Student Costs, *Student Financial Aid, *Student Needs
Identifiers-*Need Analysis

Anticipating an increase in the determinations of financial need and program eligibility for adult students, a review was undertaken of the current eligibility for aid of adults, the procedures used in determining their financial need, and the policy issues that might arise as the numbers of adults seeking and obtaining financial assistance increase. Volume One of the final report covers: eligibility criteria and the adult learner; determination of adult learners' financial need; administrative issues in aid for adults; some policy alternatives (such as student expense budgets, contribution calculations, subsidy of living expenses, and alternatives for resolving administrative inequities); and an agenda for further study. Appendices include need analysis systems prior to the uniform methodology, the uniform methodology, selected references, and simulations of some possible alternatives. (Author/MSE)

Roemer, Robert E. Schnitz, James E.

The Effects of a Dual Labor Market in Higher Education. AIR Forum Paper 1978.

Pub Date-78
Note-24p.; Paper presented at the annual Association for Institutional Research Forum (18th, Houston, Texas, May 21-25, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Academic Rank (Professional), Career Ladders, *Career Opportunities, *College Faculty, Demand Occupations, Doctoral Degrees, Doctoral Programs, Graduate Study, *Higher Education, Institutional Research, *Labor Market, Postsecondary Education As a Field of Study, Status, Teacher Placement, *Tenure, Unions
Identifiers-Teacher Retention

The nature of a dual labor market in higher education consisting of positions that may lead to tenure and those that do not, is identified. Evidence of recent increases in the proportion of non-tenure track positions is described, this development is interpreted, and implications for higher education are discussed. The paper proceeds in three sections. First, the declining demand for new doctorates in higher education since 1967 and the continuing production of new doctorates into the mid-1970's are detailed. Second, ways in which academic labor market conditions have increasingly led institutions to hire new faculty for non-tenure track positions are described. Finally, dual labor market theory is employed to interpret this development as the creation of primary and secondary tracks in the academic labor market and to assess the qualitative impact of this development on institutions of higher learning. Using the analog of the nineteenth century German university, it is concluded that there is a point at which the proportion of non-tenure track positions in an institution will have a deleterious impact on the scholarly functions of the university. (Author/LBH)

Clark, David H.

Job Related Measures of Educational Effectiveness. AIR Forum Paper 1978.

Pub Date-May 78
Note-15p.; Paper presented at the annual Association for Institutional Research Forum (18th, Houston, Texas, May 21-25, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Cost Effectiveness, Educational Accountability, *Educational Assessment, *Employment, *Evaluation Criteria, Followup Studies, Graduate Surveys, *Institutional Research, Job Placement, Postsecondary Education, Program Effectiveness, *Technical Institutes, *Vocational Followup
Identifiers-*Education and Work, Northern Maine Technical Institute, Southern Maine Vocational Technical Institute

Job-related measures of the educational effectiveness of an institution are critiqued. Three criteria of job-related measures are: the measure's ability to discriminate between the performance that can be attributed to the program being studied compared to what might have happened if there were no program, and whether the measure is economic. Empirical material from a followup of graduates from Southern Maine and Northern Maine Vocational Technical Institutes is presented for illustration. One technique for judging the effectiveness of a school is to ascertain how many of its graduates get jobs. A second measure of a school's effectiveness is whether most of its graduates are ``using'' their education. A third approach to a school's effectiveness is the internal rate of return, which treats education as an investment and evaluates the investment by comparing benefits with costs. Objections to rate of return studies are discussed. Another measure of educational effectiveness, the income cost ratio, is described in an appendix. (SW)

ED 161 392 HE 010 626

Berg, David J. Weiler, William C.

Sources of Change in Student Credit Hour Demand in Multi-Unit Colleges and Universities. AIR Forum Paper 1978.

Minnesota Univ., Minneapolis.

Pub Date-May 78

Note-19p.; Paper presented at the annual Association for Institutional Research Forum (18th, Houston, Texas, May 21-25, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Calculation, Courses, *Credits, Curriculum Evaluation, *Educational Demand, Educational Planning, Enrollment, Higher Education, Multicampus Colleges, Selection, State Universities, *Statistical Analysis, *Student Distribution, *Teaching Load

Identifiers-*University of Minnesota

When changes occur in the number of credit hours demanded of a teaching unit, understanding of the sources of change is valuable policy making. Acceptable methods of determining sources of variance are not intuitively obvious, nor are the limitations of the simplest approaches. Sources of variance, not their causes, are discussed. Identification of a decrease in the proportion of credits taken in a college as the source of load decrease will not explain why less of that college's courses are being selected. However, the sources of variance can be of great policy interest and can make the search for causes more efficient. Often decision makers are unaware of the real sources of variation. Planning regarding curricular structure and recruiting may take different directions if the nature and relative strength of the various sources are clearly understood. The mechanistic sources of load change are enrollment, mean load per student, and proportion of load taken in the unit under study. Each may be analyzed in terms of any student sets for which data are available. Equations are given for such computations and an actual example of this method is discussed using data from selected colleges at the University of Minnesota. (Author)

ED 161 412 IR 006 249

Brahan, J. W. Westrom, M. L.
NATAL-74; First Results.

Pub Date-Mar 78
Note-12p.; Paper presented at the Annual Meeting of the Association for the Development of Computer Based Instructional Systems (Dallas, Texas, March 1-4, 1978); For related documents, see IR 006 231 and 006 611
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Computer Assisted Instruction, Computer Science Education, *Evaluation, *Instructional Design, Programing, *Programing Languages, Teacher Education
Identifiers-*NATAL 74

NATAL is a high-level programming language designed to meet the requirements of the course author in the preparation of Computer Assisted Learning (CAL) materials. The basis for its design is found in the functional specification published by the National Research Council's Associate Committee on Instructional Technology; developers of the language also relied heavily on the 1969 EDUCOM report by Zinn, using his "aspects" for comparing programming languages as the basis for the definition of language requirements. The NATAL-74 project is outlined as follows: design goals, characteristics, implementations (course preparation system, file system, and run-time system), and preliminary evaluation. Education 491, a course on computers in secondary education, is taught to final-year education majors at the University of British Columbia. Six students from this course were permitted to do the NATAL-74 assignment, consisting of the construction of drill and practice programs in basic mathematics, rather than using a more limited CMI system. Results from this trial and other sources suggest that NATAL-74 meets the programming language requirements for CAL applications and can be an effective vehicle for the transfer of courseware between installations. (VT)

ED 161 460 IR 006 746

Gibson, Mary Jane Kaczmarek, Mildred

Finding Information in the Library: A Guide to Reference Sources for Rochelle High School Students. Second Edition.

Rochelle Township High School District 212, Ill.

Pub Date-77

Note-71p.; For related document, see IR 006 747 ; Parts marginally legible due to print quality; Best copy available

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Library Guides, Library Instruction, *Library Skills, *Reference Materials, *School Libraries

This two-part book has been prepared to assist the students of Rochelle Township High School in their search for information in the library. Part I introduces library classification, the card catalog, and basic reference sources freshman students will learn how to use in the library research skills unit of their first semester English course. Reference sources covered include encyclopedias, dictionaries, almanacs, yearbooks, atlases and gazetteers, biographical sources, general literary sources, periodical indexes, and nonbook materials including vertical files, microforms, and audiovisual materials. Part II introduces advanced reference sources in various subject areas that will be useful to older students in researching information. Subject areas covered include art; U.S. and world history; geography; language; literature, drama, and Shakespeare; mass media; philosophy and psychology; religion, mythology, and folklore; science and technology; social sciences; and sports and recreation. Appended are explanations of the following: (1) the ten major classes of the Dewey Decimal Classification with each of their ten divisions, (2) Library of Congress Classification, (3) information found on a card catalog, (4) magazines available in the high school library, and (5) an annotated bibliography of reference sources. A student activity workbook, related to this document is also available. (Author/JPF)

Stankovich, Mary Jo

Enrollment Projections with Statistical Base and Methods 1976.

Macomb County Community Coll., Warren, Mich.
Pub Date-Jun 76
Note-70p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-College Credits, College Majors, Community Colleges, *Enrollment, *Enrollment Projections, Enrollment Rate, Intellectual Disciplines, *Junior Colleges, Ratios (Mathematics), Statistical Analysis, Statistical Data

The historical enrollment data for spring 1973 to spring 1976 at Macomb County Community College were used to project enrollment for summer 1976 to spring 1979. The most consistent enrollment projections were obtained using the following ratios: (1) spring ratios spring values against preceding fall values; (2) fall ratios fall values against preceding spring values; and (3) summer ratios summer values against preceding spring values. Values for which ratios were found include: headcount enrollment; average credit hours per student; campus headcount enrollment as percent of total district headcount; campus credit hour enrollment as percent of total district credit hour enrollment; funding category (liberal arts, business, health, and vocational technology) credit hour enrollment as percent of total district credit hour enrollment; and cost center (social sciences, humanities, math/science, communications, physical education, design technology, mechanical technology, and business) credit hour enrollment as percent of total credit hour enrollment by campus. Charts outline the enrollment data used in making the projections for the above categories. Also included are representative versions of computer programs used in making calculations, and earlier enrollment forecasts. (MB)

ED 161 518 PS 010 085

Richard, Nancy Madeja, Stanley S.

The Bee Hive: The Arts in Early Education.

Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo.
Pub Date-74
Note-87p.; Parts may not reproduce clearly
Available from-CEMREL, Inc., 3120 59th Street, St. Louis, Missouri 63139 (Paper, $6.50)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Aesthetic Education, Centers of Interest, Classroom Design, *Creative Development, *Experimental Programs, Flexible Facilities, Individualized Curriculum, *Kindergarten, *Open Education, Primary Education, Program Content, *Program Descriptions, Program Development, Skill Development, Visual Literacy

This book describes a 2-year project, an aesthetically focused experimental kindergarten emphasizing instruction in perceptual skills to stimulate acute sensory awareness (which would theoretically help the children become more academically able), and use of the arts as an instructional vehicle. The open education model stresses classroom centers of interest designed to facilitate exploration of materials and development of concepts. Children are required to make their own choices and to respond to a wide variety of aesthetic experiences. Creativity development provides the central focus of the individualized curriculum. A description of the open environment of the classroom deals with space and furniture organization and types of instructional materials and play. Information on staffing, working with parents, the teaching approach, and the organization of the kindergarten day is included. A major portion of the book delineates the aesthetic dimension of the program and describes the major activities developed to emphasize this dimension. Specific stimulus components of the aesthetic dimension include language arts; visual arts; ceramics, finger painting, weaving and woodworking; creative dramatics; music; and utilization of the outside environment. Activity descriptions and evaluative test batteries are appended. (CM)

ED 161 575 RC 010 758

Fadden, Ray (Aren Akweks) And Others

A Coloring Book of Contributions from the Original People of the Americas.

North American Indian Travelling Coll., Cornwall Island (Ontario).

Note-71p.

Available from-North American Indian Travelling College, P.O. Box 273, Hogansburg, New York 13655 ($3.00, 33-1/3% off on orders over 100 copies)

Document Not Available from EDRS.

Descriptors-Agriculture, *American History, *American Indian Culture, *American Indians, Athletics, Cultural Background, Elementary Education, Games, Handicrafts, *Inventions, Musical Instruments, Recreational Activities, *Resource Materials, Social Influences, Technology Transfer, Tribes

Identifiers-Central American Indians, *Coloring Books, *Cultural Contributions, North American Indians, South American Indians

Contributions made by Indians from North, South, and Central America are presented in the form of a coloring book. The scenes depict early agricultural, social, recreational, artistic, and medicinal practices of various Indian tribes which have since become a part of the life of peoples around the world. The coloring book, which can be used as a teaching guide to provide positive information on American Indians, carries a brief description with each scene which may relate to origin of particular innovations or describe how they are used today. Examples of contributions included are in general areas of sports (lacrosse, leg wrestling, archery), games (tops, bone buzz), homes (adobe, tee pee), musical instruments, agriculture (potatoes, rubber, corn, tobacco), crafts (baskets, pottery, jewelry), government (democratic councils), transportation (canoes, sled, snowshoes), and various outdoor recreation activities (hunting, camping). A longer description accompanies the illustration of a medicine man, explaining his place in the Indian community and his contribution to health care. (RS)

ED 161 593 RC 010 824

SCDC Spanish Curricula Units. Language Arts, Unit 7, Grade Two, Teacher's Guide.

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Spanish Curricula Development Center, Miami Beach, Fla.

Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.

Pub Date-77

Note-560p.; Not available in hard copy due to sideways reading material; For related document, see RC 010 825

Available from-Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752 (Order No. 162-3, $5.50; readers $0.25 each)

Language-Spanish; English

EDRS Price MF-$1.00 Plus Postage. HC Not Available from EDRS.

Descriptors-*Bilingual Education, Childrens Literature, Community Resources, Decoding (Reading), Grade 2, Grammar, Instructional Materials, Interpretive Skills, *Language Arts, Language Experience Approach, *Learning Activities, Learning Modules, *Neighborhood, Occupations, Primary Education, Reading Comprehension, Reading Instruction, *Spanish Speaking, Speech Skills, *Teaching Guides

As in kits 1-12, the kits in this bilingual language arts strand offer activities in oral language development and language-experience reading, structured reading, and comprehension and interpretation skills. Basic themes of this unit for Spanish-speaking second graders is the neighborhood. Activities also support subthemes of the child, his needs and wants, his resources in the community, and how he uses them. Focus, objective, and materials for each learning activity are given in English and Spanish; teacher instructions are in Spanish. Four small picture books for students (Spanish dialogue/descriptions) come with the guide. Specifically, kit content includes the child and his neighborhood, feelings, and resources; practice with letters, words, structures; listening to, comprehension and interpretation of a legend; the child's needs and wants related to the neighborhood human, health, safety, recreation; identification of ways of communication, community helpers, and places as resources; structured reading, comprehension and interpretation of the pupil's book; workers, their use of hands, working activities, material resources, and occupations; structured reading of a plateau book; review of letters, sounds, syllables, and word structure. Testing activities are included. (RS)

ED 161 686 SE 025 001

The Third Assessment of Science, 1976-77. Released Exercise Set.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency-National Center for Education Statistics (DHEW), Washington, D.C.
Pub Date-May 78
Contract-OEC-0-74-0506
Note-350p.; Not available in hard copy due to marginal legibility of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Achievement Tests, Attitude Tests, *Educational Assessment, Educational Testing, *Elementary Secondary Education, *Evaluation, *National Competency Tests, *Performance Tests, Science Education, Sciences, *Student Testing
Identifiers-National Assessment of Educational Progress

The main purpose of this publication is to provide easy access to the released exercises from the third science assessment conducted by the National Assessment of Educational Progress (NAEP) in 1976-77. This publication focuses on materials for school-age population, and young adults are referenced only on the relevant exercise documentation pages. Exercises and documentation are presented in three parts in loose-leaf format to facilitate sorting and copying. Attitude and experience exercises (part A) are followed by cognitive exercises developed for the 1976-77 assessment (part B), and change exercises from the 1969-70 or 1972-73 assessments of service and the International Assessment exercise (part C). The introduction is divided into five sections. Section one briefly describes NAEP's assessment procedures and documentation. Each of sections two, three, and four presents the rationale, description and organization of the exercises included in parts A, B, and C. Section five contains two types of cross-reference tables. (HM)

ED 161 763 SE 025 286

Tiedeman, Thomas V.

An Energy Conservation Retrofit Process for Existing Public and Institutional Facilities.

Public Technology, Inc., Washington, D.C.
Spons Agency-National Science Foundation, Washington, D.C. RANN Program.
Pub Date-77
Contract-NSF-C-834
Note-127p.; For related document, see SE 025 288
Available from-Public Technology, Inc., 1140 Connecticut Ave., N.W., Washington, D.C. 20036 ($6.00)
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-Air Conditioning, *Building Design, Conservation Education, *Energy Conservation, Heating, *Management, *Program Development, Science Education, *Thermal Environment

This manual was developed to provide assistance to public officials first considering energy conservation in existing public buildings. The manual focuses on management decisions which must be made in implementing energy conservation programs for existing buildings. It provides assistance in developing a plan of attack, establishing schedules, selecting buildings, creating preliminary energy savings estimates, developing engineering work statements, evaluating consultants, estimating fees, and rough estimating of construction costs. An initial assumption is made that many jurisdictions already have begun low-cost conservation measures such as lowering thermostat settings, night temperature set backs, de-lamping and closing off unused spaces. Attention, therefore, is directed toward additional steps often requiring some capital expenditure that can be taken to gain further substantial energy savings. Retrofit for energy conservation in existing buildings, as addressed in this manual, should be applicable to many state, county and local governments and special purpose districts. Experience has proven that energy can be saved and energy costs reduced significantly by concentrating on modifications to building use patterns, operating procedures and design aspects. These savings can occur without sacrificing occupant comfort or important functions to be performed within the facility. (Author/BB)

ED 161 803 SO 011 276

Azzouz, Azzedine And Others

Selected Bibliography of Educational Materials: Maghreb, Algeria, Libya, Morocco, Tunisia. Vol. 10, No. 4, 1976.

Agence Tunisienne de Public Relations, Tunis (Tunisia).

Spons Agency-National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.-TT-76-55094/4

Pub Date-76

Note-37p.; For a related document, see SO 011 275; Not available in hard copy from EDRS due to poor reproducibility of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Adult Education, *Annotated Bibliographies, Bilingualism, *Comparative Education, Delinquency, Developing Nations, Educational Objectives, *Educational Philosophy, *Educational Practice, Elementary Secondary Education, Foreign Countries, Higher Education, Illiteracy, Primary Education, Resource Materials, Special Education, Teacher Education, Teaching Methods, Vocational Education

Identifiers-*Africa (North), Algeria, Libya, Maghreb Countries, Morocco, Tunisia

Ninety-one English language annotations are presented of newspaper articles and government publications about education in Algeria, Libya, Morocco, and Tunisia. Most of the entries were published during the period October-December 1976. Organized by country, the references cover topics of philosophy and theory of education, teacher training, teaching methods and aids, adult education, special education, Arabization, bilingualism, and educational organization of all levels from primary through higher education. Sections on special problems present resources about delinquency and extracurricular activities. A list of periodical sources concludes the bibliography. (AV)

ED 161 713 SE 025 175

Profiles of Manpower in Science and Technology.

National Science Foundation, Washington, D.C.
Report No.-NSF-63-23
Pub Date-63
Note-39p.; Colored and shaded charts and graphs will not reproduce well
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Employment, *Engineers, Science Education, *Science Teachers, *Scientific Manpower, Scientists, *Statistical Surveys, Technology
Identifiers-National Science Foundation

This National Science Foundation (NSF) publication of 1963 contains statistical descriptions of the one-half million persons working as scientists, one million engineers, one million technicians, and one-quarter million teachers of science and mathematics in secondary schools. Employment profiles by sectors of the economy are provided. (CP)

Fennessey, James Horiuchi, Shiro

An Experiment on Social Information Processing Among Teachers. Report No. 243.

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jan 78
Contract-NE-C-00-3-0114
Note-105p.
EDRS Price MF-$0.83 HC-$8.01 Plus Postage.
Descriptors-Data Analysis, *Educational Experiments, Educational Improvement, Elementary Secondary Education, *Evaluation Methods, *Information Processing, *Management Information Systems, Measurement Techniques, Operations Research, *School Administration, *Teacher Participation

School management activities can be improved by the more complete and systematic use of information on the concrete situation. Teacher judgments constitute an underutilized source of such information, e. g., concerning the distribution of student achievement levels. In this study, the application of formal techniques from management science (probability assessment techniques and structured group interaction) is investigated as a means of obtaining such information in a convenient quantitative form. Using a variation on a Latin Square design, several possible influences upon teacher judgments made in response to a realistic scenario are evaluated. The results generally indicate that application of such techniques is feasible and useful. The teachers' judgments are not greatly affected by the particular instrument format used to obtain their assessments, nor by the sequence in which particular items of information are received. The experimental data also provide evidence that group interaction among the teacher-judges tends to strengthen the influence of their prior beliefs. Other experimental results suggest that in general the teachers are not "conservative" users of information, but that conservatism may occur to some degree when the received information is surprising. An additional finding of interest is that the aggregate judgments of the teachers are extremely accurate and nicely responsive to new information. However, this is partly counterbalanced by the occurrence of sizeable individual variation between teachers, so that an individual teacher's judgments are not nearly so valuable as those of a small group. (Author/DS)

ED 161 436 IR 006 413

Will, Edward E. Hotvedt, Martyn O.

Parenting Education Through Television: An Evaluation of the Middle Road Traveler Series for Adolescents.

Baylor Coll. of Medicine, Houston, Tex.

Spons Agency-Texas Education Agency, Austin.; Texas State Dept. of Community Affairs, Austin. Office of Early Childhood Development.; Texas State Dept. of Public Welfare, Austin.

Pub Date-Mar 77

Contract-55-90213/7

Note-290p.; Parts marginally legible due to small type

EDRS Price MF-$0.83 HC-$15.39 Plus Postage.

Descriptors-Child Rearing, *Educational Television, *Evaluation Methods, Family Life, Heads of Households, *Junior High School Students, Parent Attitudes, *Parenthood Education, *Parent Responsibility, Parent Role, *Program Development

Identifiers-Middle Road Traveler

Formative and summative evaluations are presented for the Middle Road Traveler, a televised in-school parenting education series intended for junior high school students who are neither current nor expectant parents. Data collected contributed to the development of the pilot test the principal evaluation activity. A total of 280 students were both pre- and posttested during the 12 week pilot test in the Fall of 1976. Measures of knowledge and attitude change directly referred to the curriculum objectives, were supplemented by measures of program appeal and viewer rapport. Results revealed that Middle Road Traveler viewers made numerous significant gains over pretest in the various parenting curriculum areas. Affective learning gains were more numerous and more substantial than cognitive gains. Differences between various sample subgroups in both curriculum-referenced learning and viewer rapport were also examined. Data from relevant federal parenting education projects were compared and sex- and race-related differences in learning discussed. Program development, pilot testing, and analysis are detailed. (Author)

ED 161 480 JC 780 559

Garlock, Jerry C.
The Impact of Proposition 13 on Community Services for California Community Colleges.
El Camino Coll., Torrance, Calif.
Pub Date-3 Nov 78
Note-11p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Budgets, Community Colleges, Community Service Programs, *Community Services, Educational Finance, Employees, Financial Problems, *Junior Colleges, *Program Budgeting, *Reduction in Force, *Retrenchment, School Personnel, State Surveys
Identifiers-California, Proposition 13 (California 1978)

Fifty-seven percent (60) of California's community colleges responded to a questionnaire surveying the impact of Proposition 13 cutbacks on the budget and number of full-time employees in the area of community services. For the colleges investigated, the total community services budget was $18,330,616 for 1977-1978 and $9,081,933 for 1978-1979. The average budget per college for these two years was $345,861 and $171,357, a 50.5% reduction. The areas of greatest reduction were art (75% reduction), music (64%), and dance (60%). The two areas of least reduction were short term courses (24.5%) and lecture (41%). Sixteen areas were eliminated, including career information center, center for new operations, chamber music series, child care, family films, library, natural history museum, reading center, satellite campus, site improvement, special events, student center, utilities, weekend library, and the women's center. Four increases, of less than 6% in each case, were identified. The 635 full-time employees for 1977-1978 were reduced to 173 in 1978-1979, a 73% reduction; the full-time equivalent personnel for the two years was reduced from 308 to 163, a 47% reduction. Tables list the specific program budget and personnel figures and appendices contain the questionnaire and lists of the colleges who did and did not respond. (MB)

De Lacey, P. R. Barlow, A.

Custody, Care, and Nurture: Trends in Early-Childhood Education in Wollongong.

Wollongong Univ., New South Wales (Australia). Dept. of Education.
Pub Date-Apr 78
Note-55p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Access to Education, *Child Care Centers, Educational Disadvantagement, *Educational Policy, Enrollment Trends, Foreign Countries, Preschool Children, *Preschool Education, Socioeconomic Influences, *Trend Analysis, *Working Women
Identifiers-*Australia (Wollongong)

This study reports the quick growth and the rapidly changing nature and function of the preschool centers in the City of Greater Wollongong, New South Wales, Australia. Chapter I summarizes 2 previous studies related to the social distribution of preschool services. Chapter II briefly reports survey data on topics ranging from preschool sponsorship to equipment and staff training. Chapter III presents an overview of data related to the custodial function of preschool kindergartens. It was found that the centres in Greater Wollongong are mainly attended by children of mothers who do not work and who require child care for less than a full week while increasing numbers of working mothers do not use the services. Chapter IV discusses the educational function of the centres. Attention is given to the special educational program needs of working class children. Survey data on demographic variables such as parents' country of birth and education are reported. It was found that fathers of the preschool children were likely to have professional and managerial occupations. The survey reveals differences between parents' and preschool administrators' views of the aims of preschool education. Chapter V provides a summary and discusses issues related to preschool. Chapter VI presents conclusions and recommendations. (RH)

ED 161 557 PS 010 221

Healey, Muriel

Evaluation of Mathematical Thinking. Discussion Paper No. 3.

Macquarie Univ., North Ryde (Australia). School of Education.

Pub Date-Nov 78

Note-70p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Developmental Stages, *Games, *Mathematical Concepts, Mathematics Curriculum, Mathematics Materials, Number Concepts, *Preschool Children, Preschool Education, *Program Development, *Program Evaluation, Research, Research Methodology, Serial Learning

Identifiers-Bruner (Jerome S), Equivalence, Piaget (Jean), Spatial Arrangements, Task

This study investigates the development of mathematical ability and understandings and explores the use of math games as part of a global model of preschool program evaluation. Eighty-three children (aged 3 3/4 to 4 years) enrolled in several programs in the Mt. Druitt Early Childhood Project, North Ryde, Australia, participated in the study. Researcher-designed games, derived from Piaget and Bruner and involving equivalence, seriation, numeration and spatial arrangement tasks, were used in two separate assessments. Statistical analyses of the data (Multivariate Analysis of Variance and other procedures) were conducted. Results indicated few consistent changes over the year from pre- to post-test. Program differences in the most difficult seriation task were found. While counting and number recognition improved generally over the year, overall performance in numeration was inconsistent. Strategies of approach to the number tasks changed over time. Ability to copy spatial arrangements was greater in the post-test, while the difficulty of some prediction tasks remained and in some cases increased. There were significant program differences in the spatial transformation scores. It is suggested that clinical observations of mathematical game activities of preschool children can be useful in assessing curriculum effectiveness. (Author/RH)

Petersen, Richard J.

Statistical Handbook of Science Education.

National Science Foundation, Washington, D.C.
Pub Date-60
Note-101p.; Not available in hard copy due to marginal legibility of original document
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.55)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-College Science, Doctoral Degrees, Educational Research, *Elementary Secondary Education, *Higher Education, *Science Education, *Scientific Manpower, Scientists, *Statistical Surveys
Identifiers-*National Science Foundation

This publication by the National Science Foundation (NSF) is a compilation of pertinent statistical information on the education and training of scientists and engineers in the United States primarily during the period of 1950-1960. This publication is divided into three parts: (1) human resources data; (2) data that deal with the institutional aspects of training in the sciences; and (3) appendix tables. (Author/CP)

ED 161 738 SE 025 204

National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Potable Water I (Single Degree Programs).

National Field Research Center Inc., Iowa City, Iowa.
Spons Agency-Environmental Protection Agency, Washington, D. C.
Pub Date-78
Grant-EPA-T-900591
Note-332p.; For related documents, see SE 025 197-211; Photographs may not reproduce well
EDRS Price MF-$0.83 HC-$18.07 Plus Postage.
Descriptors-Curriculum, Educational Assessment, Engineering, Environmental Education, Graduate Study, *Higher Education, *National Surveys, Pollution, *Postsecondary Education, *Program Descriptions, Science Education, Sciences, Water Pollution Control, *Water Resources
Identifiers-*Water Treatment

This report presents a summary of potable water programs in junior colleges, vocational/technical training institutes, community colleges, four-year colleges, and universities as well as other training institutes. It represents a sample, only, of the various programs available nationwide. Information in the report was largely compiled from on-site interviews with professionals in post-secondary institutions throughout the United States. This volume, together with volume II (multiple degree programs), includes 101 post-secondary programs from 33 states. Enrollment and graduate statistics are given in addition to information on faculty, curricula, research funding and sources of student support, and an employment profile. (Author/BB)

ED 161 822 SO 011 310

Bereday, George Z. F.
Global Concerns for Education.
City Univ. of New York, N.Y. Bernard Baruch Coll.
Pub Date-1 Nov 74
Note-16p.; Paper presented at Annual Conference on Teacher Education (23rd, New York, New York, November 1, 1974)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Cultural Interrelationships, Developed Nations, Developing Nations, *Educational Change, Educational Needs, Elementary Secondary Education, Futures (of Society), *Global Approach, *International Educational Exchange, International Relations, Social Attitudes, Teacher Education

The mission of the American people is to achieve a high level of global sophistication that will enable them to serve others and to carry out their own interests. In order for American educators to contribute to this effort they must (1) be able to foresee the necessary modifications in teacher training that correspond to the development and expansion of educational systems throughout the world, and (2) gain awareness of the cultural differences and economic problems of nations with limited educational opportunities. In addition, American educators must renew their concern for the world as a whole, which has rapidly become interconnected and interdependent both politically and economically. In past years the Peace Corps has shown a significant commitment to global concerns. American volunteers were willing to put aside the technological conveniences of their own culture to help educate people in primitive societies. Although the United States is currently facing problems related to the recession and high inflation, Americans must continue to tap their resources in educational and political leadership and fulfill their commitment to a world they have always served in the past. (Author/AV)

ED 161 870 SP 013 290

Spaulding, Robert L.
Adapting Teaching Styles to Learning Styles.
San Jose State Univ., Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C. Teacher Corps.
Pub Date-Mar 78
Grant-G007701276
Note-29p.; Paper presented at Annual Meeting of the American Educational Research Association (Toronto, Canada, March 27-31, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Behavior Change, Class Management, Elementary Education, *Learning Processes, *Personality Assessment, Positive Reinforcement, Response Mode, *Student Behavior, *Student Characteristics, Student Motivation, *Teaching Styles

Case studies were conducted to assess the personal learning styles and behaviors of elementary school children to provide teachers the opportunity of using prescribed teaching techniques to match students' styles. Six groups of behaviors were identified: (1) students demonstrate little internal control and are likely to act out and create disturbances; (2) students are resistant to authority and imposed structure; (3) students are fearful and avoid situations involving risks; (4) students are easily distracted; (5) students are concerned with adult approval and show respect for authority; and (6) students have internal controls, can be relied upon to stay on-task, and respond well to self-managed study plans. The behavior characteristics of each of the six groups are described. Treatment schedules for teachers to use in a classroom setting of each type of student are described in detail. The results of their application by teachers in eight case studies are presented and discussed. (JD)

ED 161 393 HE 010 627

Zachar, Sy

Space Costing in Colleges and Universities. AIR Forum Paper 1978.

Pub Date- May 78
Note-26p.; Paper presented at the annual Association for Institutional Research Forum (18th, Houston, Texas, May 21-25, 1978)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Accountability, College Administration, Cost Effectiveness, Departments, Educational Facilities, Educational Finance, Energy Conservation, *Facility Utilization Research, *Financial Policy, Higher Education, *Physical Facilities, *Program Budgeting, *Property Accounting, Resource Allocations, *School Accounting, Space Utilization, University Administration

Plant operation currently consumes about 8 percent of an institution's budget (10-12 percent is not uncommon), of which half is expended on energy. In addition, the deferred maintenance of existing plant, a measure by which many institutions balanced their budget or minimized their deficits, can no longer be postponed. Nationally, an estimated $22 billion to $35 billion worth of maintenance is now due.'' Rising energy costs and aging buildings will require institutions to devote an increasing share of their budget to the physical plant. As space becomes more expensive to maintain and operate, the method by which it is allocated and utilized will become of greater concern to the academic community. The issue this paper examines is: Should institutions of higher education cost-account space and physical plant operating and maintenance expenses to their academic units or programs? And if so, should fiscal responsibility include managerial control of the physical environment by those units? It is believed that if academic departments of colleges were financially responsible for their physical environment, the resources of the university's plant used in support of the academic mission would be more effectively utilized. (Author)

ED 161 611 RC 010 893

SCDC Spanish Curricula Units. Language Arts, Unit 10, Grade 3, Teacher's Guide.

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Spanish Curricula Development Center, Miami Beach, Fla.

Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.

Pub Date-77

Note-305p.; Not available in hard copy due to sideways reading material; For related document, see RC 010 894

Available from-Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752 (Order No. 268-9, $5.50)

Language-Spanish; English

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Bilingual Education, Creative Expression, Cultural Awareness, Grade 3, Grammar, Instructional Materials, *Language Arts, *Learning Activities, Learning Modules, Primary Education, Puerto Rican Culture, Reading Comprehension, *Spanish, Spanish American Literature, *Spanish Speaking, Spiral Curriculum, Student Evaluation, *Teaching Guides, Writing Exercises

Kits 37-40 of the bilingual (Spanish-English) language arts strand present reading, language analysis, and creative expression activities similar to those found in earlier kits of this spiral curriculum. Basic theme of unit 10 for grade three is communities around the world. Focus, objective, and materials are listed for each activity; assessment activities are included. Each kit presents one of the spiraling questions: who the individual is, what his alternatives are, how he can initiate change, and what the results of change are. Two pupil books, including materials from South and Central America, and support materials are also a part of unit 10. Kit content deals with reading for detail; written accent; oral and written activities in which students create their own stories; adaptations of Martin Fierro''; biographies of Simon Bolivar and Benito Juarez; hyphens and contractions; oral, written, and nonverbal activities which express feelings; abbreviations; review of capital letters; oral and written activities about the concept of conservation of the ecological system; adaptation of a Jose Marti poem; a Puerto Rican folklore story; review of past, present, and future tenses; and writing advertisements. Each kit is designed for a two to three week instruction period. (RS)

ED 161 645 RC 010 936

SCDC Spanish Curricula Units. Fine Arts Strand, Unit 7, Grade 3, Teacher's Guide Multi-Ethnic Edition.

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Spanish Curricula Development Center, Miami Beach, Fla.
Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.
Pub Date-76
Note-200p.; Not available in hard copy due to sideways reading material; For related document, see RC 010 937
Available from-Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752 (Order No. 223-9, $4.50)

Language-Spanish; English
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Aesthetic Education, *Bilingual Education, Cultural Education, *Fine Arts, Grade 3, Instructional Materials, *Learning Activities, Learning Modules, Movement Education, Music Activities, Musical Instruments, *Music Education, Painting, Primary Education, Singing, Spanish, *Spanish Speaking, Spiral Curriculum, Student Evaluation, *Teaching Guides

Consisting of kits 25-28, the fine arts strand of unit seven for third grade Spanish-speaking children has as its basic theme the extended community. Learning and assessment activities support the question of how change occurs. Focus, objective, and materials needed for each activity are listed in English and Spanish; detailed teacher instructions are in Spanish only. Each kit is designed for a two to three week teaching period. Kit content covers tempo, graphic representation of a rhythm score, rhythm band instruments, expression through finger painting, musical phrases and rhymes, auditory and visual differentiation of eighth and quarter notes, repeat sign, half notes, familiar instrumental works, sound dynamics, music's expressive qualities, properties and timbre of orchestra instruments, identification of notes on staff, language of music, A B form of songs, interpretation of music by corporal movements, triple and duple meter, melodic contour, pitch level, and musical form and symbols. Unit seven also includes a cassette recording of vocal and instrumental selections (available separately from the Dissemination Center). (RS)

ED 161 714 SE 025 177

Hofman, Helenmarie, Ed.

A Working Conference on Science Education for Handicapped Students: Proceedings (April 3-5, 1978).

National Science Teachers Association, Washington, D.C.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-78
Note-392p.; Not available in hard copy due to numerous small and light type throughout entire document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Blind Children, *Conference Reports, Crippled Children, Curriculum, Deaf Children, *Elementary Secondary Education, Facilities, *Handicapped, Handicapped Children, *Handicapped Students, Instruction, Instructional Materials, *Physically Handicapped,

*Science Education

This conference attempted to assess the state of the art and develop recommendations for new directions in science education and careers in science for the handicapped student. Panel discussions were held on such topics as: (1) attitudinal barriers and other obstacles to handicapped students; (2) current practices relating to all physical handicaps; (3) mainstreaming and the law; (4) current practices related to auditorially handicapped students; (5) visually handicapped students; (6) science education, the handicapped, and careers; (7) orthopedically handicapped students; and (8) science careers for handicapped students. Through working sessions the conference participants developed a position statement of science education for the physically handicapped student. Recommendations for action are addressed to various groups. (Author/BB)

ED 161 785 SO 011 235

Boruch, Robert F. Cecil, Joseph S.

Report from the United States: The Privacy Act of 1974 and the Social Sciences Need for Access to Data.

Northwestern Univ., Evanston, Ill. Dept. of Psychology.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.; National Science Foundation, Washington, D.C.
Report No.-A-46
Pub Date-Oct 78
Contract-NIE-C-74-0115
Note-23p.; Paper presented at the International Conference on Emerging Data Protection and the Social Sciences Need for Access to Data (Cologne, West Germany, August 9-11, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Confidentiality, Confidential Records, *Data, Data Collection, Disclosure, Ethics, *Laws, Legal Problems, Privacy, *Research Needs, *Social Science Research, Statistical Data
Identifiers-*Privacy Act of 1974

This paper examines the effects of Privacy laws on the conduct of legitimate social research. The report focuses on national legislation dealing with individual privacy, in particular the Privacy Act of 1974, and considers several new statutes which concern the privacy of participants in research. A large portion of the paper discusses (1) regulations concerning access to administrative records and data, statistical microdata, and archived data; and and (2) regulations on data handling within social science research. The Privacy Act of 1974 permits individuals to gain access to personal records maintained by federal agencies and to challenge incorrect information. The law restricts the kinds of identifiable information that an agency may collect, and regulates the disclosure of personal information by federal agencies. However disclosure of anonymous records for research purposes is expressly permitted by the law. Following a 1977 meeting between social scientists and the Privacy Protection Study Commission, the Commission recommended disclosure of administrative or research records in identifiable form, for purposes of legitimate research, provided that certain conditions are met. The conditions are generally reasonable, e.g., the disclosure of identifiable records must be necessary to accomplish the research or statistical purpose. (RM)

ED 161 332 HE 010 558

Ehl, C. C.

Academic Advising and Counseling: A Computer Assisted Enhancement. AIR Forum Paper 1978.

Pub Date-May 78
Note-26p.; Paper presented at the annual Association for Institutional Research Forum (18th, Houston, Texas, May 21-25, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*College Freshmen, *Computer Oriented Programs, *Counseling Programs, *Educational Counseling, *Faculty Advisors, Higher Education, Private Colleges, *Program Evaluation, Questionnaires, Teacher Attitudes
Identifiers-*Bently College MA

The features of a new academic advising program at Bentley College, Massachusetts, are described, and the results of a faculty evaluation of the new program are presented. Incoming freshmen are assigned a faculty adviser, who is also one of their classroom instructors. The adviser is provided advising information for each advisee each semester on a computer-produced profile sheet. Faculty were involved in the planning of the new advising program, and advising case studies are included as an integral component of new faculty orientation sessions. An academic advising handbook was published and distributed. The procedure for analyzing the data obtained from the faculty advising evaluation is described, and analysis of the results are presented. The new academic advising program had a considerable impact on the faculty and the faculty's perception of advising. The mean ranks for a computer-produced profile sheet indicate that faculty find this method more important than advising workshops, the advising handbook, and faculty orientation. A sample profile sheet and explanation of the items and the academic advising questionnaire are included. (SW)

ED 161 373 HE 010 605

Lawless, Robert W. And Others

Linking Academic Priorities to Resource Decisions. AIR Forum Paper 1978.

.Pub Date-May 78
Note-17p.; Paper presented at the annual Association for Institutional Research Forum (18th, Houston, Texas, May 21-25, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Academic Standards, Administrative Principles, Centralization, College Administration, *Cost Indexes, Decision Making, *Departments, Educational Finance, Higher Education, *Institutional Research, Models, *Needs Assessment, Organizational Change, *Resource Allocations
Identifiers-University of Houston TX

An accreditation self-study was conducted by the University of Houston Central Campus. In the process of establishing the academic priorities for departments two dimensions were assessed: the current quality of the academic programs and the centrality of each program to the stated mission of the college under which it was housed. Based upon a two-dimensional matrix of current quality and centrality, departments were recommended to merge with a more central department, to have their programs transferred to another campus within the system, or to be terminated. This initial matrix, that had a 4 x 4 design, was reduced to 3 x 3 matrix when the inadequate and non-central components were eliminated. The current quality'' dimension of the matrix was also replaced with an aspired-to quality'' (for the next five-year period). A cost-resource matrix for determing needs of each department was also designed. Departments were categorized according to principal level of instruction provided, principal consumers of the instructional service, and the overriding format of instruction within the department. Undergraduate departments should generally be capable of operating at lower resource levels than graduate departments, all other things being equal. A service department could be expected to have larger classes and lower operating expenditures than discipline-based departments. Each department can be assigned a cost index on the basis of the multipliers assigned to its designators. This model provides a consistent approach to resource allocations within the framework of academic goals and priorities. (SW)

ED 161 413 IR 006 250

Braun, Peter

CAI Terminal Characteristics.

Pub Date-Mar 78

Note-9p.; Paper presented at the Annual Meeting of the Association for the Development of Computer Based Instructional Systems (Dallas, Texas, March 1-4, 1978); For related document, see IR 006 231

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Classification, Comparative Analysis, *Computer Assisted Instruction, *Computer Graphics, Computer Science, *Input Output Devices

Identifiers-*Terminal Characteristics

The bewildering number of available terminals which are offered to CAI users presents a rather formidable problem of which one to choose. This article surveys what appear to be evolving standards for terminals. The usefulness of these terminals for CAI purposes is discussed, together with the best known prototype exhibiting the particular feature. Based on different technological requirements, terminals may be classified into the following five categories: (1) typing terminals, capable of displaying alphameric information only, with hardware character generators; (2) Cathode Ray Tube (CRT) terminals, capable of displaying alphameric information only; (3) CRT terminals with programmable character generators, capable of displaying pre-stored graphic information; (4) CRT terminals with the ability of addressing each point on the screen, capable of displaying generated graphic information; and (5) video terminals capable of displaying moving pictures in addition to full graphic capability. The characteristic technology, and advantages and disadvantages for each of these five classes of terminals is discussed. (Author/VT)

ED 161 461 IR 006 747

Gibson, Mary Jane Kaczmarek, Mildred
Student Activity Workbook for Use with Finding Information in the Library.
Rochelle Township High School District 212, Ill.
Pub Date-77
Note-17p.; For related document, see IR 006 746
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Activities, *High School Students, Library Instruction, *Library Skills, *Reference Materials, School Libraries, *Workbooks

Designed to accompany the library handbook for freshman students at Rochelle Township High School, this workbook includes a variety of purposeful activities to reinforce the learning of basic library research skills and the use of tools. Topics covered include: how the Dewey Decimal System works; how to use the card catalog; how to locate books in the library and use basic sources of information, such as encyclopedias, yearbooks, dictionaries, almanacs, atlases, biographical sources, literary indexes, books of quotations, and Reader's Guide to Periodical Literature. Each exercise is accompanied by a set of questions for which students are expected to provide written answers. (JPF)

ED 161 500 JC 780 580

Breen, Edward F. Snyder, Lynne

A Comparison of the College's Mail and On-Site Registration Totals for Fall 1978 with Fall 1977.

Macomb County Community Coll., Warren, Mich.

Pub Date-18 Sep 78

Note-19p.

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*College Credits, Community Colleges, *Enrollment, *Enrollment Trends, Institutional Research, *Junior Colleges, Multicampus Colleges, *School Registration

Identifiers-*Mail Registration

This report relates Macomb County Community College's experience with mail registration for fall 1977 and fall 1978, drawing comparisons with headcount and total credit hour data for on-site registration. In addition, data concerning average credit hours taken per student during both terms are presented. Of the students who enrolled during fall 1978, 39.57% (10,146) registered by mail for 80,655 credit hours (7.95 hours per student); this represents an increase over 1977 when 7,202 registered by mail for 64,124 credit hours (8.9 hours per student). The 15,494 students who registered on campus during fall 1978 enrolled for 96,166 credit hours (6.21 hours per student); 1977 figures showed 18,088 students registering for 117,028 credit hours (6.47 hours per student). Thus, total enrollment for the fall 1978 term showed a slight decrease in headcount and a small decrease in total number of credit hours compared with the 1977 fall term. Headcount and total number of credit hours increased substantially for mail registrants, but decreased for on-site registrants. The hours per student, for fall 1978, decreased for both mail registrants (10%) and on-site registrants (4%). While mail registrants continued to enroll for more credit hours per student, both mail and on-site average hours per student decreased in 1978. Tables outline the data for the college as a whole and for each of the three campuses. (MB)

ED 161 576 RC 010 760

Mitchell, Watenriio (Michael), Comp. And Others
Thanksgiving Address of the North American Indian Ohenton Kariwatehkwen.
North American Indian Travelling Coll., Cornwall Island (Ontario).
Pub Date-76
Note-40p.; Reprinted in 1977
Available from-North American Indian Travelling College, P.O. Box 273, Hogansburg, New York 13655 ($3.00, 33-1/3% off on orders over 100 copies)
Document Not Available from EDRS.
Descriptors-*American Indian Culture, *American Indians, Elementary Secondary Education, Environment, Instructional Materials, Natural Resources, Philosophy, *Religion, *Speeches, Symbolism, *Values
Identifiers-*Ceremonies, *Iroquois (Tribe)

Translated by the North American Indian Travelling College, this traditional Thanksgiving Address is delivered before and after all meetings and ceremonies of the Iroquois people. Through this address, the Creator is introduced into a ceremony, social dance, or council, and, at the end of the meeting, the address brings the minds of the people together again. It expresses gratitude for aspects of life. Thanks are offered for the people, Mother Earth, plant life, medicine plants, the Three Sisters (corn, beans, squash), bodies of water, animals, trees, birds, the four winds, the Thunder People, day sun, moon or night sun, stars, sky dwellers, Handsome Lake, and the Creator. Each topic is accompanied here by a full-page artist's illustration. The translated address is offered as a resource for other Indian groups and as a learning resource for schools to illustrate the ancestral spiritual way of life. (RS)

ED 161 628 RC 010 910

SCDC Spanish Curricula Units. Science/Math Strand, Unit 9, Grade 3, Supplement & Ditto Packet.

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Spanish Curricula Development Center, Miami Beach, Fla.

Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.

Pub Date-77

Note-135p.; Not available in hard copy due to sideways reading material; For related document, see RC 010 909

Available from-Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752 (Order No. 258-1, $3.00)

Language-Spanish; English

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Addition, *Bilingual Education, Elementary School Mathematics, Elementary School Science, Grade 3, Instructional Aids, Instructional Materials, Language Experience Approach, *Learning Activities, *Mathematics Instruction, Metric System, Multiplication, Primary Education, Science Activities, *Science Instruction, Spanish, Spanish Speaking, Subtraction, *Visual Aids, *Worksheets

Identifiers-Ditto Masters

Designed to help the teacher in presenting the material of unit nine's science-math strand for third graders, this supplement and ditto packet contains both group visual aids and seatwork activities for individual students. Notations in the teacher's guide indicate when the supplementary materials should be used. Concepts explored in the four kits of the unit include matter, energy, force, change, interaction, relativity, equilibrium, systems organization, variation, adaptation, reproduction, and conservation. The supplement contains pictures of such items as light bulbs, appliances, fuse boxes, wedge-type tools, gears, and simple and complex machines; these are used to help children identify concepts as well as to stimulate oral language and conceptual development. The ditto packet contains ditto masters for such exercises as addition story problems, place value work, and addition and subtraction equations. Language on all materials for classroom use is in Spanish. Worksheets for individual students are intended to be presented under supervision rather than as individual tasks. (DS)

ED 161 664 SE 024 926

Health Sciences: A Dissertation Bibliography.

Pub Date- 78

Note-156p.; For related documents, see SE 024 927-931; Not available in hard copy due to marginal legibility of original document

Available from-University Microfilms International, 300 N. Zeeb Road, Ann Arbor, Michigan 48106 (free)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Bibliographies, Catalogs, *Doctoral Theses, *Health, Information Sources, Microfilm, Publications, *Reference Materials, *Sciences

This expanded listing includes many of the dissertations and Masters theses previously listed in the catalog, doctoral dissertations in the Health and Behavioral Sciences. The psychology titles have been placed in a separate publication. Titles in this catalog are listed alphabetically by author under 35 key subject headings. Doctoral dissertations and Masters theses are listed together and each entry carries author, full title, degree earned, school name, date of degree, number of text pages, citation to Dissertation Abstracts International or Masters Abstracts (volume/issue/page number), and the order number for purchase from University Microfilms International. (Author/MA)

ED 161 687 SE 025 005

An Innovative Approach to Human Resource Development.

Energy Research and Development Administration, Washington, D.C. Div. of Labor Relations.
Report No.-ERDA-77-78
Pub Date-Jul 77
Note-28p.; Photographs may not reproduce well
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Educational Programs, Energy, Energy Conservation, Engineering, *Human Resources, *Program Descriptions, Science Education, Technical Education, *Technology, *Training Techniques
Identifiers-*Energy Research and Development Administration, National Science Foundation, *Technology Training Program

This document describes the Technology Training Program (TTP) designed as an approach to human resource development. Objectives of the program include: (1) increasing the supply of technicians and paraprofessionals in energy and energy-related fields; (2) providing laboratory or industrial-based training experiences; (3) sharing TTP instructional materials with educational institutions and industry; (4) providing opportunities to develop technical skills; and (5) demonstrating the feasibility of using government facilities to meet local and regional labor requirements. Examples of TTP in operation are included. This program was implemented under the direction of the Energy Research and Development Administration (ERDA) with funding from the National Science Foundation (NSF). (MA)

ED 161 764 SE 025 287

Winter, Charles A.

Opportunities in Biological Sciences Careers.

Pub Date-76
Note-188p.
Available from-Vocational Guidance Manuals, 620 S. Fifth St., Louisville, Kentucky 40202 (Hardcover $4.95; $2.95 paperback)
Document Not Available from EDRS.
Descriptors-*Biological Sciences, Career Choice, *Career Education, *Medicine, Reference Materials, *Science Careers, Science Education, Scientific Manpower, *Scientists

This book offers a panoramic view of the diversity of careers which the future may offer to those trained in the biological sciences. It discusses the scope and organization of the biological sciences, focusing on the various specialties such as microbiology, genetics, entomology, ecology, wildlife biology, and the biomedical sciences such as biochemistry, physiology, and pathology. The education necessary for a career in the biological sciences is detailed, as well as the personal characteristics necessary for success in the field. (Author/BB)

ED 161 313 HE 010 501

Shark, Alan R. And Others

Research Project on Students and Collective Bargaining. Final Report, Year One.

City Univ. of New York Research Foundation, N.Y.

Spons Agency-Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.

Pub Date-30 Nov 75

Note-22p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Books, *Collective Bargaining, *College Students, Cooperative Programs, Documentation, Higher Education, *Information Dissemination, Needs Assessment, Policy Formation, Student Leadership, *Student Needs, *Student Participation, *Student Role, Student School Relationship

The Research Project on Students and Collective Bargaining is designed to foster dialogue about the impact of academic collective bargaining on students and to encourage further research and development on the question of student involvement in the collective bargaining process. First-year objectives were to: collect and catalog information and materials related to the program focus; assemble a National Advisory Board to assist in the collection, development, and analysis of information and materials; develop a network of persons and groups engaged in study or their activity related to items within the framework of interests; and to write a book on students and collective bargaining. A description is provided of the work done in support of each particular objective. A general evaluation of activity of the first-year and plans for the second-year of the program are presented. (SW)

Palmer, Diane H.

Elements of an Economic Impact Study (Or Building on the ACE Model). AIR Forum Paper 1978.

Pub Date-May 78
Note-19p.; Paper presented at the annual Association for Institutional Research Forum (18th, Houston, Texas, May 21-25, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Community Benefits, Community Consultants, Community Services, Construction Costs, *Economic Factors, *Economic Research, *Educational Economics, Expenditures, *Higher Education, Interest, Investment, *Models, Property Taxes, Universities
Identifiers-American Council on Education, *University of Pittsburgh PA

Requirements of a study of a school's economic impact on the community are reviewed and adjustments to the American Council on Education, or Caffrey-Issacs, model of economic impact studies suggested, based on the experiences of the University of Pittsburgh. Revisions to sections of the model dealing with tax loss to local governments, impacts on financial institutions, and employee spending are recommended. It is considered necessary to quantify and add to the model measures of human capital, support of the local tax base, community services, consulting services, construction spending, employee mortgage interest, local investments and part-time student spending. The importance of commitment, definitions of impact elements or impact area, and qualified staffing to the success of the model are also discussed. (Author/JMD)

ED 161 519 PS 010 098

Hanson, Ralph A. And Others

Program-Fair Evaluation of Instructional Programs: Initial Results of the Kindergarten Reading Readiness Inquiry.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Report No.-SWRL-TR-57

Pub Date-27 Jul 77

Contract-NE-0-00-3-0064

Note-67p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-*Classroom Research, Comparative Analysis, Course Evaluation, Course Objectives, Evaluation Methods, Information Systems, *Kindergarten, *Measurement Instruments, Primary Education, Program Effectiveness, *Program Evaluation, *Reading Programs, *Reading Readiness, Research Problems, Research Utilization

This report describes the construction and use of a conceptual framework and procedures for a program-fair, comparative, classroom-focused assessment of 4 kindergarten reading readiness (KRR) programs in kindergarten classes of 115 school districts. Instructional program information systems were developed to provide the means to aggregate and report information on various instructional attributes (such as pacing, proficiency, placement, patterns of use, and user characteristics) of each KRR program. For each program three maxi'' and mini'' assessment forms were prepared. Each class received a composite measurement instrument which included a maxi'' form covering the outcomes of the program used and a mini'' form covering the major outcomes of one of the 3 other programs. Indications of entering proficiency level of children, program implementation and use, biosocial characteristics of pupils and schools, and subsequent reading proficiency of pupils in all programs were also obtained. Data are reported on several descriptive aspects of implementation and on overall program outcome proficiency attained by users on each outcome of the program they used. Also reported is an analysis of outcome proficiency by program use and instructional emphasis, which is intended to take into account the wide range of within-program variability across classes. Cross-program proficiency data are not given. No claims about the comparative effectiveness of programs are made. (RH)

ED 161 594 RC 010 825

SCDC Spanish Curricula Units. Language Arts, Unit 4, Grade Two, Supplement & Ditto Packet.

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Spanish Curricula Development Center, Miami Beach, Fla.

Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.

Pub Date-77

Note-312p.; Not available in hard copy due to sideways reading material; For related document, see RC 010 824

Available from-Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752 (Order No. 163-1, $4.50)

Language-Spanish; English

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Bilingual Education, Grade 2, Instructional Aids, Instructional Materials, *Language Arts, Language Experience Approach, Learning Activities, Letters (Alphabet), *Neighborhood, Primary Education, *Spanish Speaking, *Visual Aids, Vocabulary Development, Word Recognition, *Worksheets, Writing Exercises

Identifiers-Ditto Masters

Visual aids and worksheets designed for use with the fourth unit of a bilingual language arts program developed for grade two are included in this supplement and ditto packet. The timetable for when these materials are to be used appears in the teacher's guide for kits 13-16. These instructional aids are to help the teacher carry out learning activities in oral language development and language-experience reading, structured reading, and comprehension and interpretation skills. Basic theme for the unit is the neighborhood. Visual aids include those for use with four small pupil books which are a part of this unit and for use with rhymes from Puerto Rico, Cuba and Mexico which are studied in the classroom. Other materials cover the letters of the alphabet, words, structures, writing skills, community resources, and occupations seen in the neighborhood. All language appearing on materials to be used in the classroom are in Spanish, with brief introductions to the supplement and ditto packet in both Spanish and English. (RS)

ED 161 739 SE 025 205

National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Potable Water II (Multiple Degree Programs).

National Field Research Center Inc., Iowa City, Iowa.
Spons Agency-Environmental Protection Agency, Washington, D. C.
Pub Date-78
Grant-EPA-T-900591
Note-396p.; For related documents, see SE 025 197-211; Photographs may not reproduce well
EDRS Price MF-$0.83 HC-$20.75 Plus Postage.
Descriptors-Curriculum, Engineering, Environmental Education, Graduate Study, *Higher Education, *National Surveys, Pollution, *Postsecondary Education, *Program Descriptions, Science Education, *Sciences, Water Pollution Control, *Water Resources
Identifiers-*Water Treatment

This report presents a summary of water treatment programs in junior colleges, vocational/technical training institutes, community colleges, four-year colleges, and universities as well as other training institutes. It represents a sample, only, of the various programs available nationwide. Information in the report was largely compiled from on site interviews with professionals in post-secondary institutions throughout the United States. This volume, together with volume I (single degree programs), includes 101 post-secondary programs from 33 states. Enrollment and graduate statistics are given in addition to information on faculty, curricula, research funding and sources of student support, and an employment profile. (Author/BB)

ED 161 804 SO 011 279

Stimulating Human Services Reform. Human Services Monograph Series, Number 8, June 1978.

Department of Health, Education, and Welfare, Washington, D.C. Project Share.
Pub Date-Jun 78
Note-117p.
EDRS Price MF-$0.83 HC-$8.01 Plus Postage.
Descriptors-Case Studies, *Change Agents, *Change Strategies, Citizen Participation, Community Development, Community Organizations, Community Role, Conflict, Coordinators, Futures (of Society), *Human Services, Individual Power, Ombudsmen, Program Evaluation, *Social Change
Identifiers-Project Share

This monograph discusses how to bring about changes and reforms in the area of human services. The introduction defines human services and briefly discusses some reform movements and whether or not viable change methods are available. Section I discusses the roles of various change participants including the change agent, lobbyist, ombudsman, coordinator, advocate, and citizen participation. Different change processes are examined in the second section. Included among these are project planning management; coalitions; community organization; community development; program evaluation; negotiating and bargaining; social change and the courts; and militancy and conflict. The third and final section treats the future of American human services in the 1980s under four interacting influences: evolving ideologies and social values, emerging technologies, changing administrative practices, and modified program patterns. An appendix contains case studies documenting actual implementation of reform methods in the human services field. (Author/RM)

ED 161 823 SO 011 311

Classroom Treatment of the Right to Work. Revised October 1978.
National Right to Work Committee, Fairfax, Va.
Pub Date-Oct 78
Note-97p.; For related documents, see ED 138 510 and SO 011 312
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*American Government (Course), Civics, Curriculum Evaluation, Employment Problems, Equal Opportunities (Jobs), History Instruction, Industrial Relations, Instructional Materials, *Labor Legislation, Labor Unions, Laws, Legal Education, Secondary Education, *Textbook Bias, *Textbook Evaluation, Textual Criticism, *United States History, Work Attitudes

This document evaluates classroom materials which are used to teach secondary students in history and government courses about the right to work issue. The book is presented in six chapters. Chapter I explains that the scope of the project was to review over 180 classroom and other educational materials to evaluate their treatment of the right to work issue. Forty-eight texts were found to discuss the issue unfairly or inaccurately. Chapter II provides an index of the 48 objectionable textbooks and lists states which have approved each text for classroom use on a statewide basis. Chapter III offers evaluations of the 48 texts. Each evaluation gives information on title, author, publisher, and a point-by-point criticism of bias and/or inaccuracy. Chapter IV presents information derived from statistical studies and public opinion polls relating to labor union growth, collective bargaining, and job opportunities in union shop organizations. Chapter V presents basic facts related to right to work laws and a sample right to work law. The final chapter lists over 50 American history and government textbooks that do not discuss the right to work issue at all. (DB)

Harrington, Wilma M. Engerbretson, David L.

The Development of a Competency Based Professional Preparation Progam in Physical Education for Work with Handicapped Children. Final Report.

Washington State Univ., Pullman.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Jun 78
Grant-G007701017
Note-34p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Curriculum Design, Graduate Students, Handicapped Students, Higher Education, *Mainstreaming, *Masters Degrees, *Performance Based Teacher Education, *Physical Education, Practicums, *Program Descriptions

The problem defined for this project was to develop a competency based physical education curriculum at the graduate level to prepare individuals to work with handicapped children in the regular class setting. General teaching competencies were adapted to meet the specific needs of teachers working with handicapped children. Current university courses were examined to determine which of the identified competencies were being met, and new courses were developed to help meet curriculum deficiencies. Evaluation strategies were established to measure demonstrable achievement of the specified competencies. Finally, appropriate university courses were developed into functional programs leading to either the Master of Arts in Teaching or Master of Science Degrees. The procedures used to achieve the objectives for this project, as well as the identified roles and competencies, curriculum sequence, and evaluation models are discussed in detail in this document. Course outlines for newly developed courses are appended. (JD)

ED 161 437 IR 006 491

Freeman, Doris L. And Others

Action and Interaction: An Elementary Library Media Program.

Upper Merion Area School District, King of Prussia, Pa.

Pub Date-77

Note-213p.

Available from-Upper Merion Area School District, 435 Crossfield Road, King of Prussia, Pennsylvania 19406 ($7.00)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Activities, Bibliographies, *Curriculum Guides, Elementary Education, Elementary School Teachers, Glossaries, *Instructional Materials Centers, Librarians; *Library Instruction, Library Services, *Library Skills, Objectives, Records (Forms)

This curriculum guide is designed to assist the librarian and classroom teacher in providing a program of essential library skills for all elementary school students, and designing learning activities which will reinforce the use of these media skills. The outline is divided into sections on locating, using, searching, appreciating, and producing materials. Each section contains objectives, the action taken by students, and the interaction by teachers to reinforce student actions. A glossary of library terms is included, followed by a bibliography. Appendices include audiovisual services provided by the Upper Merion Area School District, area resource centers for teachers, and five library forms. (MBR)

The Role of Academic Senates in California Community Colleges: A Position Paper.

Academic Senate for California Community Colleges, Sacramento.
Pub Date-78
Note-14p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-College Faculty, *College Governing Councils, Community Colleges, *Educational Legislation, Educational Objectives, *Educational Responsibility, Faculty Organizations, Governance, *Junior Colleges, Part Time Teachers, *State Legislation
Identifiers-*Assembly Resolution 48 (California 1963), Senate Bill 160 (California)

In 1963 the California State Legislature adopted Assembly Concurrent Resolution 48 which provided for the establishment of an academic senate or council at each junior college; its faculty-appointed members would represent the faculty in the formation of policy on academic and professional matters. As a formal channel whereby all local senates could make recommendations to the State Board of Governors, the Academic Senate for the California Community Colleges was founded. Title V of the Administrative Code for Education reiterates this purpose and function of the academic senate. Though Senate Bill 160 grants employee organizations domain in representing their members in employment relations, the close cooperation between senates and these organizations is essential to resolve overlap with the responsibilities and powers of the senate to make recommendations on academic and professional matters. Title V also provides for the inclusion of part-time faculty on senates, as well as outlining the mechanism for the senate to present written views and recommendations to the governing board and guaranteeing consideration and response. An appendix presents the sections of Title V of the Administrative Code which relate to academic senates. (MB)

ED 161 538 PS 010 188

Child Mental Health and Psychosocial Development. Report of a WHO Expert Committee. Technical Report Series No. 613.

World Health Organization, Geneva (Switzerland).

Pub Date-77

Note-73p.

Available from-WHO Publications Centre USA, 49 Sheridan Avenue, Albany, New York 12210 (Report No. 613, $3.15, plus $0.50 shipping)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-*Child Development, Child Psychology, *Children, Foreign Countries, Intervention, *Mental Illness, Personnel Needs, *Planning, Policy Formation, *Prevention, Program Improvement, Psychiatric Services, Social Services, *Sociopsychological Services

Identifiers-*World Health Organization

This report of a World Health Organization Expert Committee discusses the importance of ensuring healthy psychosocial development and the prevention and treatment of mental health problems in children and stresses the inadequacy of existing services in most countries. The first section reviews the current world situation in child mental health, emphasizing: (1) population characteristics; (2) epidemiological and developmental features; and (3) patterns of existing services. The second section examines possibilities for action, specifically: principles of intervention; preventive and treatment measures; research implications; service provisions and personnel development; and planning and coordination. The final section offers recommendations to those who formulate national policies, deploy financial resources and personnel, and develop services in the following areas: prevention and treatment of childhood mental disorders and fostering of healthy psychosocial development; development of etiological knowledge; program planning and coordination; training of child mental health personnel. WHO's role in child mental health programs is discussed. (SE)

Kogan, Kate L. Tyler, Nancy B.

Comparing Ways of Altering Parent-Child Interaction.

Washington Univ., Seattle. Child Development and Mental Retardation Center.
Spons Agency-Health Services Administration (DHEW/PHS), Rockville, Md. Bureau of Community Health Services.
Pub Date-31 Jul 78
Grant-MC-R-530373
Note-60p.
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Behavioral Counseling, Behavior Change, Comparative Analysis, *Developmental Disabilities, *Group Instruction, *Individualized Instruction, Intervention, Longitudinal Studies, Observation, Parent Attitudes, *Parent Child Relationship, *Parent Education, Preschool Children, Preschool Tests, Social Behavior

This study tests the effectiveness of 2 approaches to parenting instruction for parents of preschool developmentally delayed children aged 3 through 5. Sixty parent/child pairs were randomly assigned to 1 of 3 groups: (1) individual parenting instruction only, (2) individual plus group instruction, and (3) comparison group with no instruction. Parent instruction programs were individually designed to teach parents to change their interactions with their child, decrease areas of conflict, and increase self-esteem of both parent and child. Pre- and post-treatment assessment included direct observation of play sessions and administration of a battery of standardized tests. Pre-tests showed no significant differences between the 3 groups. Post-tests indicated that there were changes in both parents and children. Final assessment after 1 year indicated that the treatment groups were clearly different from the comparison group and individual instruction appeared to be both economical and effective. While interactional changes occurred, overall child developmental levels and parent appraisals of their children's developmental delays remained the same. Children in treatment groups made large positive gains in social interaction. Results suggest that high negative affect between mothers and developmentally delayed children can be changed. (Author/RH)

ED 161 688 SE 025 063

Churchman, David

Maximizing Information from Implementation of Innovative Courses.

Pub Date-Apr 78
Note-5p.; Paper Presented at the Annual Meeting of the International Council of Associations for Science Education (Nijmegen, The Netherlands, April 1978); Contains occasional light type
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Achievement, *Curriculum Development, *Curriculum Evaluation, *Educational Assessment, Elementary Secondary Education, *Information Dissemination, *Innovation, Program Evaluation, Science Education

Discussed are four different approaches to the evaluation of the implementation of innovative courses. The first approach is that of Alkin and his associates at UCLA. This group emphasized the need to collect information on the degree to which an innovative course is implemented for the purpose of taking corrective action to achieve full installation before performance data are collected. The second approach is associated with the work of Stallings, who limited the evaluation to classrooms in which the key elements of an innovation actually had been implemented by classroom teachers. The third approach emerged from the work of Hall and Loucks. It suggests eight levels of use of an implementation. The fourth approach is the approach suggested by the author to maximize the information from experimental implementation of innovative courses. It requires completion of eleven steps. Assumptions, disadvantages and advantages of this approach are also discussed. (HM)

Energy Conservation: A Management Report for State and Local Governments and A Technical Guide for State and Local Governments.

Public Technology, Inc., Washington, D.C.
Spons Agency-National Science Foundation, Washington, D.C. RANN Program.
Pub Date-Mar 75
Grant-NSF-GT-39619
Note-133p.; For related document, see SE 025 286
Available from-Public Technology, Inc., 1140 Connecticut Ave., N.W., Washington, D.C. 20036 (Order No. 77/001; $10.00)
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-*Building Design, Conservation Education, Energy, *Energy Conservation, *Federal Programs, *Fuel Consumption, Heating, *Management, Science Education, Thermal Environment

This technical guide is part of a packet of tools designed to assist state or local government practitioners in organizing and managing an energy conservation program. It gives information on adapting energy conservation methods to existing public buildings and on designing new public buildings with energy conservation in mind. It also discusses public vehicle fleet management related to energy conservation. Energy conservation in the private sector is covered with material on residential and commercial buildings, public transportation, and electric utilities. Alternate energy sources, such as pyrolysis and methane production from solid waste, are presented, in addition to some case studies in energy conservation. Finally, a management report, written for department heads and mid-level managers, lays out basic steps in administering an energy conservation program. (Author/BB)

Lynch, Anthony M. And Others
Responsibility for Educational Tasks: Role Perceptions in West Virginia.
West Virginia State Dept. of Education, Charleston.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-42p.; Not available in hard copy due to marginally legible type
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Comparative Analysis, *Educational Responsibility, *Groups, Organizational Communication, *Public Opinion, Role Conflict, *Role Perception, *Statistical Surveys, Task Analysis
Identifiers-*Educational Tasks, West Virginia

Schools are influenced by the attitudes and behaviors of a wide variety of people within the home and community as well as the school itself, and an important aspect of efficient and productive school management is the need for key publics to agree as to whom is responsible for which tasks. The first step, however, must be to identify how key publics feel about the importance of basic types of tasks conducted in a school system and, further, to clarify the extent to which those same publics agree as to whom should have responsibility for each task. Sixteen educational tasks were chosen for inclusion in a questionnaire, which was sent to a sample population that included high school principals, 11th grade students, parents of 11th grade students, members of county boards of education, county superintendents, high school teachers, and State Department of Education personnel. Analysis of the survey showed the tasks are considered important by all of the publics, and that for each task there are unique patterns of expectations regarding task responsibility. The role that a given public expects itself to play is not necessarily the same as the role that other publics expect of it. These conflicts in role expectations may signal possible confusion and misunderstanding in accomplishing educational tasks. (DS)

ED 161 665 SE 024 927

Ecology and the Environment: A Dissertation Bibliography.

Pub Date- 78
Note-96p.; For related documents, see SE 024 926-931; Not available in hard copy due to marginal legibility of original document
Available from-University Microfilms International, 300 N. Zeeb Road, Ann Arbor, Michigan 48106 (free)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Bibliographies, Catalogs, *Doctoral Theses, *Ecology, *Environmental Education, Information Sources, Microfilm, Publications, *Reference Materials

This expanded listing of dissertations on ecology and the environment updates those previously listed in the 1972 publication. It covers the period from 1970-1976. In combination, these two works list more than 5,500 dissertations covering such topics as pollution, conservation, pesticides, radiation, wastes, and birth control. In addition to the dissertations cited, a title collection of Masters theses is included. Titles in this catalog are listed alphabetically by author under 108 key subject headings for dissertations and 24 key subject headings for masters materials. Each dissertation entry includes author, full title, degree earned, school name, date of degree, number of text pages, citation to Dissertation Abstracts International (volume/issue/page number), and the order number for purchasing the full-text reproduction. (Author/MA)

ED 161 715 SE 025 179

Microscopic Analysis of Plankton, Periphyton, and Activated Sludge. Training Manual.

Environmental Protection Agency, Washington, D.C. Office of Water Programs.

Report No.-EPA-430/1-76-008

Pub Date-Jun 76

Note-342p.; Contains occasional light and small type

EDRS Price MF-$0.83 HC-$18.07 Plus Postage.

Descriptors-Biological Sciences, Chemistry, Environment, *Instructional Materials, Laboratory Procedures, *Manuals, *Microbiology, Post Secondary Education, Science Education, *Waste Disposal, Water Pollution Control, *Water Resources

Identifiers-*Activated Sludge, *Waste Water Treatment

This manual is intended for professional personnel in the fields of water pollution control, limnology, water supply and waste treatment. Primary emphasis is given to practice in the identification and enumeration of microscopic organisms which may be encountered in water and activated sludge. Methods for the chemical and instrumental evaluation of plankton are compared with the results of microscopic examination in an extensive practical exercise. Problems of significance and control are also considered. (Author/BB)

ED 161 314 HE 010 502

Wolfe, Donald M.

Toward Competency Based Learning in Organizational Behavior. Final Report.

Case Western Reserve Univ., Cleveland, Ohio. School of Management.
Pub Date-Oct 76
Note-104p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-*Behavioral Objectives, Behavioral Sciences, Certification, *Curriculum Design, Curriculum Evaluation, *Doctoral Programs, Educational Innovation, *Educational Objectives, Higher Education, *Masters Degrees, *Organizational Development, *Performance Based Education, Task Analysis
Identifiers-Case Western Reserve University OH

The Competency Based Learning (CBL) Project at Case Western Reserve University is both an inquiry into the nature of professional competence and competence development in the Applied Behavioral Sciences and a pilot innovation and evaluation project in the Ph.D. and Master's programs of the Department of Organizational Behavior. The initial task involved an investigation into the nature of and criteria for competence in four areas of professional work: organizational development and change; group leadership, training, and development; inquiry, research and knowledge generation; and professional values and ethics. Premises that have implications for the design of educational experiences are that competence always has a context, is rooted in a knowledge base and analytic skills, is interdependent with values, and involves the whole person. The Ph.D. program in organizational behavior is described in terms of its framework, learning strategies, and problems involving innovations. A description is provided of the design, implementation, and evaluation of the new competency-based Master of Science in Organizational Development program. Other topics addressed are contributions to theory and strategy in competency-oriented education, dissemination of strategies to other programs and associations, improving the certification processes and criteria in credentialing organizations, and an overview about development of competency based education. (SW)

ED 161 333 HE 010 559

Yeager, John L. Linhart, Cynthia A.

Adequacy of Budget Formulas for Balancing Institutional Needs and Resources in Non-Growth Periods. AIR Forum Paper 1978.

Pittsburg Univ., Pa. Office of Planning and Budget.

Pub Date-May 78

Note-20p.; Paper presented at the annual Association for Institutional Research Forum (18th, Houston, Texas, May 21-25, 1978)

EDRS Price MF-S0.83 HC-S1.67 Plus Postage.

Descriptors-*Budgeting, College Planning, Declining Enrollment, Educational Finance, *Financial Needs, Higher Education, Institutional Characteristics, *Institutional Research, Mathematical Formulas, *Needs Assessment, *Resource Allocations, *Retrenchment, Statewide Planning

Identifiers-*Formula Budgeting, Louisiana, New Mexico, Ohio, Tennessee, Texas

As a response to the concerns associated with the allocation of state resources to institutions of higher education, several states have developed budget formulas to derive estimates of the institutional financial requirements. Formulas, however, were developed during a period of rapid growth, and might be unresponsive to institutional needs during the forthcoming decade of stabilized or declining enrollment. Two major questions are addressed in this paper: (1) To what extent are budget formulas responsive to changing enrollments? and (2) To what extent are the internal budget factors concerning formula adequacy affected by enrollment shifts? Characteristics of an hypothetical institution were developed for the base FY 1977 and then projected to FY 1978 under five conditions of enrollment. These characteristics were applied, as required, to five selected FY 1978 state budget formulas: Louisiana, New Mexico, Ohio, Tennessee, and Texas. Examination of the results indicated that under conditions of declining enrollment, the fixed costs of institutional support and maintenance are not adequately reflected in the budget. This appears to be the case even when the formula is designed specifically to address such costs accurately. (Author/LBH)

ED 161 354 HE 010 582

Montgomery, David C.

Enrollment Projections When the System Changes. AIR Forum Paper 1978.

State Univ. System of Florida, Tallahassee.
Pub Date-May 78
Note-22p.; Paper presented at the annual Association for Institutional Research Forum (18th, Houston, Texas, May 21-25, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-College Choice, Educational Change, *Educational Demand, *Enrollment Influences, *Enrollment Projections, *Higher Education, Institutional Research, *Measurement Techniques, Predictor Variables, Probability, Research Projects, State Universities, *Statewide Planning, Statistical Data, Undergraduate Students
Identifiers-*State University System of Florida

By showing how the addition of three universities to the State University System of Florida affected enrollment projections for the six older universities, a tool was developed that may be of use for enrollment projections in other settings, when the system changes. County population and K-12 school enrollment project reasonably well the undergraduate enrollment of students from those counties not strongly influenced by the new universities, at those universities that are not expanding by virtue of new program addition themselves. Treatment of enrollment from counties influenced by the opening of new universities includes the assumption of constant relative probability.'' The projection incorporates the probabilities for attending the new university and for attending the given university before the new one opened. Under sufficiently controlled conditions, the projections give reasonable agreement with observed enrollment changes. (Author/JMD)

ED 161 394 HE 010 628

Fadil, Virginia Ann

A State-National Information Network for Independent Higher Education. AIR Forum Paper 1978.

National Association of Independent Colleges and Universities, Washington, D.C.

Pub Date-May 78

Note-22p.; Paper presented at the annual Association for Institutional Research Forum (18th, Houston, Texas, May 21-25, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Bibliographies, *Data Collection, Educational Planning, Federal Government, Financial Problems, Financial Support, *Government School Relationship, *Higher Education, Information Needs, *Information Networks, Institutional Research, National Organizations, National Surveys, *Private Colleges, *Public Policy, Public Support, State Federal Aid, State Government, Statewide Planning

Identifiers-Higher Education General Information Survey, *National Assn Independent Colleges Universities, National Center for Education Statistics

The direction of federal and state policy toward independent higher education is summarized with particular focus upon the last two decades leading up to present data collection efforts by the National Center for Education Statistics (NCES) and state governments. After a review of the usefulness of the Higher Education General Information Survey (HEGIS) to independent institutions and the NCES plans for future data collection, the lack of responsiveness to the needs of the independent sector at both the federal and state levels and the consequent need for a national association, the National Association of Independent Colleges and Universities (NAICU) and the formation of a State-National Information Network for Independent Higher Education are described. The rest of the paper describes the objectives of this Network and the need for specific data collection to service the public policy concerns of the independent sector. The concluding section discusses the implications for institutional research in the independent sector. (Author/JMD)

ED 161 414 IR 006 251

Blumenfeld, G. And Others

Electronic Computers for Slate-Board Schools: An Ethnographic Parallel to Steel Axes for Stone-Age Man.

Pub Date-Mar 78

Note-16p.; Paper presented at the the Annual Meeting of the Association for the Development of Computer Based Instructional Systems (Dallas, Texas, March 1-4, 1978); For related document, see IR 006 231

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Change Agents, *Change Strategies, *Computer Assisted Instruction, Cultural Factors, Diffusion, *Educational Change, *Instructional Innovation, *Models, Social Factors

Although schools have made a slight change from slate and chalk to books and pens, the underlying social organization of many still rests on assumptions that act as barriers to such innovations as computer based education (CBE). Good planning and careful control can raise the probability of successful integration of innovation into the culture, and Niehoff (1966) has proposed a model for planned change that could easily be applied to the implementation of CBE. Attention should be paid to two major forces affecting planned innovation: techniques used by the innovator to achieve adoption of an innovation, and behavior of the recipients toward the proposed innovation. Six forces affecting directed change are methods of communication, participation of the recipients, utilization of established practices, felt need of recipients, perceived benefits of the innovation, and involvement in local leadership. If initial success is obtained with the implementation plan, some secondary factors must be taken into account, such as flexibility of the innovator, provisions for continuity and maintenance, and training for school personnel. (VT)

ED 161 462 JC 780 438

Apfelberg, Robert S.
Analysis of Income/Commercial Real Estate Transactions.
Pub Date-78
Note-75p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Construction Industry, Credit (Finance), Finance Occupations, *Housing Industry, Investment, Mathematical Formulas, Professional Continuing Education, *Property Appraisal, *Real Estate, Real Estate Occupations, Risk, *Textbooks

Basic concepts in long- and short-term financing of real estate property are discussed in this text for real estate personnel. Two of the more important of these are leverage, the relationship between the return received by the equity and mortgage investors, and risk, the assessment of the probability that all or part of the investment may be lost. Financial analysis is discussed in terms of balance sheets, profit and loss statements, lease coverage, and financial statements. Loan underwriting is considered by type of real estate, including apartments, prime credits, local and regional credits, shopping centers, offices/warehouses, multi-tenant office buildings, medical office buildings, mobile home parks, hotels and motels, and nursing homes. Short-term underwriting is examined with regard to land acquisition loans, land development loans, and construction loans with and without permanent mortgage commitments; and intermediate term loans are discussed. A glossary of commercial loan terminology and samples of appraisal calculations are included. (MB)

ED 161 577 RC 010 770

Peshkin, Alan

Growing Up American; Schooling and the Survival of Community.

Pub Date-3 Oct 78
Note-256p.
Available from-The University of Chicago Press, 5801 S. Ellis Avenue, Chicago, Illinois 60637 ($12.95)
Document Not Available from EDRS.
Descriptors-Athletics, *Attitudes, Boards of Education, Case Studies, Cocurricular Activities, *Community Involvement, Consolidated Schools, *High School Students, Parent School Relationship, Peer Influence, *Rural Schools, *Rural Youth, *School Community Relationship, School District Autonomy

The relationships between student and high school, and school and community in a small, rural Midwestern community (Mansfield'') were documented through on-site interviews, tapes, diaries, and minutes of school board meetings. Mansfield school district contained approximately 2,200 persons and somewhat over 500 students in a kindergarten-through-twelfth-grade system. Using the participant-observer technique, work began in Mansfield in August, 1972, and continued for the next year and a half. Rather than describing the school structure, the study developed through the eyes of the people; students, teachers, parents, board members, and others described their opinions and feelings toward their school and the type of education they received. The material strengthed the theory that the rural school and community are closely related; when the school is removed the community is likely to disappear. Further, although schools are traditionally thought of as places especially for youth, what actually was shown to govern the school setting was an adult group's sense of the elements of survival in a particular culture's terms. Because this was an in-depth study of just one community and school, care was taken not to generalize findings to rural communities across America. There is, however, enough similarity to hundreds of other communities to make certain conclusions about such things as the strong school-community relationship found in most rural communities. (EE)

ED 161 612 RC 010 894

SCDC Spanish Curricula Units. Language Arts, Unit 10, Grade 3, Supplement & Ditto Packet.

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Spanish Curricula Development Center, Miami Beach, Fla.

Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.

Pub Date-77

Note-278p.; Not available in hard copy due to sideways reading material; For related document, see RC 010 893

Available from-Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752 (Order No. 269-7, $4.50; readers $0.25 each)

Language-Spanish; English

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Bilingual Education, *Childrens Literature, Grade 3, Grammar, Instructional Aids, Instructional Materials, *Language Arts, Learning Activities, Primary Education, Reading Instruction, *Spanish, Spanish American Literature, Student Evaluation, *Visual Aids, *Worksheets

Identifiers-Ditto Masters

Support materials for unit 10 of the bilingual language arts strand developed for grade three include two small pupil books and visuals and ditto masters for use with instructional and assessment activities described in the unit's teacher's guide. The instructional aids for kits 37-40 are designed to help the teacher present reading, language analysis, and creative expression activities. There are ditto masters for making multiple copies of visuals and individual seatwork sheets for teaching and assessment activities. The two pupil books, written in Spanish and having color illustrations, contain an adventure story, an adaptation of Martin Fierro, a biography of Benito Juarez, an adaptation of a poem by Jose Marti, and a Puerto Rican folklore story. Supplementary materials include illustrations for stories; visuals to use with activities about expressing feelings, conservation of the ecological system, and writing advertisements; and materials to assess student reading comprehension and understanding of use of hyphens, contractions, verb tenses (past, present, future), abbreviations, syllables, and accents. Classroom materials are in Spanish. (RS)

ED 161 646 RC 010 937

SCDC Spanish Curricula Units. Fine Arts Strand, Unit 7, Grade 3, Supplement & Ditto Packet.

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Spanish Curricula Development Center, Miami Beach, Fla.

Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.

Pub Date-76

Note-170p.; Not available in hard copy due to sideways reading material; For related document, see RC 010 936

Available from-Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752 (Order No. 224-7, $2.50; readers $0.25 each)

Language-Spanish; English

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Bilingual Education, Childrens Literature, Cultural Education, *Fine Arts, Grade 3, Instructional Aids, Instructional Materials, Learning Activities, Music Activities, Musical Instruments, *Music Education, Primary Education, Singing, Spanish, *Spanish Speaking, *Visual Aids, *Worksheets

Identifiers-Ditto Masters, *Song Books

Four small illustrated song books and a supplementary packet of visuals and worksheets are support materials for unit seven of a fine arts strand for Spanish-speaking students in grade three. The materials are for use with the teacher's guide for the unit, composed of kits 25-28. The four Spanish song books have color illustrations to accompany the words, music, and guitar chords of each song. The visuals illustrate texts of the songs and are for use with instruction about note value, musical instruments, placement of notes on the staff, and rhythm. Ditto masters are for making multiple copies of individual seatwork sheets for students. These worksheets are to be presented under supervison rather than as independent tasks. All classroom materials are in Spanish. In addition to the guide and these materials, the unit also contains a cassette recording of vocal and instrumental selections (available separately from the Dissemination Center). (RS)

ED 161 740 SE 025 206

National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Private Sector.

National Field Research Center Inc., Iowa City, Iowa.
Spons Agency-Environmental Protection Agency, Washington, D. C.
Pub Date-78
Grant-EPA-T-900591
Note-215p.; For related documents, see SE 025 197-211; Photographs may not reproduce well
EDRS Price MF-$0.83 HC-$11.37 Plus Postage.
Descriptors-Acoustics, Air Pollution Control, *Conservation Education, Energy, *Environmental Education, Higher Education, *Industry, *Inservice Education, *National Surveys, Pesticides, *Postsecondary Education, *Professional Associations, Program Descriptions, Radiation, Science Education, Vocational Education, Waste Disposal, Water Pollution Control, Water Resources
Identifiers-Waste Water Treatment, Water Treatment

This report describes 64 training programs related to pollution control, environmental research, and conservation. These programs represent a sample, only, of the various programs available nationwide. The organizations included in the survey represent a variety of businesses and trade and professional associations. The eight environmental areas surveyed were air, energy, noise, pesticides, potable water, radiation, solid waste, and wastewater. The courses described include seminars conducted in-house; in-house campaigns using posters, pamphlets, and films; workshops; computer modelling; audio visual training; correspondence courses; career development and motivational programs; seminars for high school students; emergency preparedness seminars; and workshops for members in associations. Information in the report was compiled largely from materials received from the responding organizations. (Author/BB)

ED 161 786 SO 011 236

Lewis, Arthur J.

Forecasting Social Trends as a Basis for Formulating Educational Policy.

Pub Date-21 Oct 78
Note-23p.; Paper presented at World Future Society Conference (Houston, Texas, October, 21, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Bureaucracy, Data Analysis, Data Collection, Decision Making, Educational Objectives, *Educational Policy, Elementary Secondary Education, *Futures (of Society), Higher Education, Information Needs, *Information Utilization, Literature Reviews, *Policy Formation, Politics, Population Trends, *Prediction, School Policy, Social Change, *Social Indicators
Identifiers-Florida

The paper describes how information regarding future trends is collected and made available to educational policy makers. Focusing on educational implications of social and population trends, the paper is based on data derived from use of trend forecasting by educational policy makers in Florida and other southeastern states. The document is presented in two major sections. Section I describes four approaches to synthesizing and generalizing information on the impact of social trends on education. The approaches are: (1) composing exploratory and normative scenarios; (2) constructing cross-impact matrices; (3) extrapolating trend lines of statistical data; and (4) relating trends to educational issues such as financial support, objectives, and methods of evaluating curriculum and educational programs. Section II focuses on ways of helping educational policy makers understand and use forecasts. The author discusses political and bureaucratic unwillingness to make decisions and take actions which are politically unpopular; problems faced by politicians in convincing the public that a pending decision or action is necessary or beneficial; and the need for forecasters to be independent of decision makers. The conclusion is that the growing concern evidenced by educational policy makers for future trends should be matched by efforts to refine forecasting techniques. (DB)

ED 161 374 HE 010 606

Prather, James E. And Others

A Longitudinal Study of Grades in 144 Undergraduate Courses. AIR Forum Paper 1978.

Georgia State Univ., Atlanta. Office of Institutional Planning.

Pub Date-May 78

Note-22p.; Paper presented at the annual Association for Institutional Research Forum (18th, Houston, Texas, May 21-25, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Academic Standards, *College Curriculum, College Majors, College Students, Core Curriculum, *Grade Point Average, Grades (Scholastic), *Grading, Higher Education, *Institutional Research, Longitudinal Studies, Models, Research Projects, Trend Analysis, *Undergraduate Study, Urban Universities

Identifiers-*Grade Inflation

The trends from 1970-75 in course-by-course grading at a large public urban university are described. A total of 144 undergraduate courses were analyzed to determine if systematic grade inflation was occurring. Multiple linear regressions were fitted to more than 125,000 final course grades by courses. Most course grading patterns showed little evidence of systematic and homogeneous change over time. The increasing cumulative grade point average for undergraduates at the institution was not caused by a general relaxing of grading students. The supposition is that more students are moving away from traditional curricula into courses and degree programs that they find have grading standards reflecting their abilities and/or interests. Regression data for five courses, a chart on the net changes in average grades for 122 courses, and a conceptual schema for grade results are appended. (Author/SW)

ED 161 438 IR 006 495

Kern, Susan H. Ritter, Philip W.

Information Resources: An Analysis of Community Needs and an Evaluation of Library Services in Chatham and Alamance Counties.

Central North Carolina Regional Library, Burlington.
Pub Date-May 78
Note-161p.
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors-*Community Characteristics, *Community Study, Evaluation, Library Circulation, Library Collections, *Library Planning, *Library Services, *Public Libraries, User Satisfaction (Information), *Use Studies

This study, which was designed to provide an overview of the community and the status of public library services, gave specific consideration to the general characteristics and needs of the community, the organization, administration, and funding of the library, existing library facilities, staff and material resources, existing services, and an evaluation of the present library users and non-users. Information about the community (history, characteristics, future plans, projections) was acquired from printed sources and from interviews with community officials. Data on the library were collected from March 1977 through January 1978 through interviews with library board members and staff, as well as samples of collections, registration, and circulation records. Library records, reports, and official documents were also consulted. These data were compared to the Standards for Public Library Service in North Carolina,'' and 14 recommendations were proposed in the following areas: materials, facilities, hours of service, borrowing services, reference and information services, programming, and services to special groups. Eight maps, nine charts, and 48 data tables are included. (Author/JAB)

ED 161 501 JC 780 581

Stankovich, Mary Jo

The Statistical Predictability of the Academic Performance of Registered Nursing Students at Macomb. Project No. 0141-77.

Macomb County Community Coll., Warren, Mich.
Pub Date-Oct 77
Note-43p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Academic Achievement, Academic Records, Age, Associate Degrees, Community Colleges, Correlation, Females, Grade Point Average, Grade Prediction, Health Occupations Education, *Junior Colleges, Males, *Nursing, *Predictive Measurement, State Licensing Boards, *Student Characteristics

A study was conducted at Macomb County Community College to determine whether there was a significant relationship between grades earned in individual nursing courses and the scores earned on corresponding subsets of the state board exam for nursing graduates and also whether a nursing student's success could be predicted from admissions characteristics. The study population (N 130) included all students enrolled in Nursing 101 in fall 1974, together with all Macomb nursing graduates who took the state board in July 1976. Linear relationships were computed for the following variables: sex, marital status, age, composite American College Testing Program (ACT) score, high school biology grade, high school math grade, high school grade point average (GPA), college-level anatomy and physiology grades, and overall achievement measures including the fact of graduation or non-graduation, average score earned in the state board exam, and final GPA earned at Macomb. Significant relationships include the following: graduation of a female student could be predicted using her final grade point average in high school or the grade earned in college-level anatomy or physiology; a student's scores on the state board exam could be predicted using grades earned in individual courses, or, for female students, using her anatomy and physiology grade, final GPA at Macomb, ACT score, marital status, or age; and female students' final GPA could be predicted using high school GPA or anatomy grades. (Author/MB)

ED 161 629 RC 010 911

SCDC Spanish Curricula Units. Language Arts, Unit 6, Grade 2, Teacher's Guide.

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Spanish Curricula Development Center, Miami Beach, Fla.
Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.
Pub Date-77
Note-409p.; Not available in hard copy due to sideways reading material; For related document, see RC 010 912
Available from-Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752 (Order No. 197-6, $5.50; readers $0.25 each)
Language-Spanish; English
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Bilingual Education, Childrens Literature, *Composition Skills (Literary), Creative Writing, Decoding (Reading), Grade 2, Grammar, Instructional Materials, *Language Arts, Language Experience Approach, Language Skills, *Learning Activities, Learning Modules, Primary Education, Reading Comprehension, Reading Skills, Sentence Structure, *Spanish, Spanish Speaking, Spiral Curriculum, Student Evaluation, *Teaching Guides, Writing Skills

Language arts instructional and assessment activities for grade two are described in this teacher's guide to the language arts strand of unit six. Focus, objective and materials for each activity are given in English and Spanish, with teacher instructions only in Spanish. This strand includes a continuation of the basic activities of past units: structured reading, creative oral and written expression, language analysis, and review and reinforcement of the decoding process. The pupil's book De Aqui Para Alla'' makes up the reading content for Kits 21 and 22. Language analysis activities deal with the subject, verb, direct object, and certain syllabic structures. Creative expression activities for Kits 21 and 22 include writing, illustrating, and evaluating stories and riddles after studying antonyms, adjectives, and the elements of reality and fantasy. Ciudad, Campo y Mar'' is the pupil's book for Kits 23 and 24. Besides the structured reading and writing activities, work also deals with diphthongs, syllabication, parts of the sentence and their functions, and alphabetizing words. Creative expression activities include writing of diaries, newspaper articles, letters, and Haiku poems. Non-verbal communication includes the interpretation of stories, musical selections, and dancing. (DS)

ED 161 716 SE 025 180

Theobald, John H. White, Richard T.

The Effects of Student Attributes and Teaching Styles on Attitude and Achievement in Secondary School Biology.

Pub Date-Mar 78

Note-27p.; Paper presented at the annual meeting of the American Educational Research Association (Toronto, Canada, March 27-31, 1978); Contains occasional light and broken type

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Achievement, *Attitudes, *Biology, Educational Research, Instruction, *Science Course Improvement Project, Science Education, Secondary Education, *Secondary School Science, *Secondary School Students, Teaching Methods

Identifiers-*Biological Sciences Curriculum Study

An attribute-treatment interaction study was conducted with two groups of teachers exhibiting contrasting natural teaching styles, teaching a Biological Sciences Curriculum Study (BSCS) based biology course in a natural school setting. Annotated transcripts of lessons were analyzed to provide data for the validation and description of the contrasting styles. Multiple regression techniques provided a parsimonious statement of relationships between 15 individual predictors (general, ability, four personality factors, two cognitive preferences, treatment, and seven attribute-treatment interactions) and each criterion variable (four attitude scales and two achievement tests). For three outcomes, treatment interactions were found with personality characteristics and/or cognitive preferences. (Author/CP)

Valas, Lee

Some Latent Effects of Current Social Policies on the Elderly.

Pub Date-Sep 78
Note-15p.; Paper presented at Annual Meeting of the American Sociological Association (San Francisco, California, September 4-8, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Federal Aid, *Federal Programs, Health Programs, Housing, Life Style, Medical Services, *Policy Formation, Program Evaluation, Retirement, *Senior Citizens, *Social Problems
Identifiers-Medicaid, Medicare, Social Security Benefits

Current social policies for the elderly are intended to assure a better standard of living, promote adequate medical treatment, and assure safe and clean housing, but they have unintended consequences. It is argued that these social policies serve to keep older people in a state of dependency, poverty, and segregation. Some social policies may be based on two assumptions: (1) disengagement theory, which provides a supposedly healthy adjustment to change in the life cycle by stressing decreased social roles of the elderly, and (2) activity theory, which limits the activity and engagement of the elderly in their social roles. Three federal programs for the elderly are cited and illustrate the manifest or intended functions and the latent or unintended functions of social policy. The Social Security Benefits Program is intended to help elderly citizens meet their basic needs. Yet the retired worker with an income of $100,000 from investments can receive the full benefits from the program, while a worker who hasn't accumulated the necessary savings to assure an adequate income after retirement may be penalized for working. Medicare and Medicaid programs have the intent of independence without the burden of high medical costs. Yet the policies encourage dependency and assist the nursing home industry. The federal housing programs have discouraged exploration of other housing alternatiVes to single-home residences. The author concludes that more attention should be paid to the latent consequences of programs for the elderly. (Author/MR)

ED 161 824 SO 011 312

Action Resulting from CEAFU's Textbook Bias Study.
National Right to Work Committee, Fairfax, Va.
Pub Date- 78
Note-52p.; For a related document, see SO 011 311
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Activism, *Adoption (Ideas), American Government (Course), Business Correspondence, Educational Objectives, Educational Problems, Equal Opportunities (Jobs), History Instruction, *Labor Legislation, Labor Unions, Letters (Correspondence), Political Issues, Publishing Industry, Secondary Education, Social Studies, *Textbook Bias, Textbook Evaluation, *Textbook Selection, United States History

The document contains letters of complaint sent by Concerned Educators Against Forced Unionism (CEAFU) to boards of education and publishers regarding inaccurate and/or unfair coverage of the right to work issue in high school social studies textbooks. Examples of complaints filed with boards of education are presented for state-adopted textbooks and for district-adopted textbooks. Because of the difficulties involved in corresponding with individual districts, CEAFU staff members have concentrated most of their efforts at the state level in 20 states which have adopted objectionable textbooks. Priority states are identified and a list of complaints to be filed in the near future is included. A sample is presented of the 22 letters of text evaluation sent by CEAFU to publishing companies. Letters of reply by six publishing companies conclude the document. Textbook publishers indicate that they are willing to review CEAFU evaluations of their texts and that they agree to take CEAFU criticisms into consideration in future publications. (DB)

ED 161 872 SP 013 293

Basile, Joseph C., II And Others
Indicators of Effective Inservice: Instructional Packages.
West Virginia State Dept. of Education, Charleston. Div. of Instructional Learning Systems.
Pub Date-78
Note-9p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Evaluation Criteria, *Inservice Programs, *Inservice Teacher Education, *Instructional Design, *Instructional Materials, Learning Modules

Stressing that instructional behaviors, programs, and materials developed for inservice education must be systematic, stimulating, psychologically sound, and organized, this document provides a guide to the development of inservice instructional packages. It includes extensive criteria for evaluating inservice instructional packages under the following headings: (1) organization, layout, and format; (2) rationale; (3) objectives; (4) preassessment (evaluation prior to use in instruction); (5) instruction (evaluation as a tool for facilitating effective instruction); (6) self-evaluation (helps participant assess needs); and (7) overall evaluation. (DS)

ED 161 463 JC 780 479

DeVault, Mike Lee, Marilyn

Texas Student Information System Non-Returning Student Sub-System. A Follow-Up Study.

Austin Community Coll., Tex.
Pub Date-Apr 78
Note-134p.; Appendix has been deleted due to irreproducibility ; Parts may not reproduce well due to colored paper
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-Academic Aspiration, Black Students, College Majors, Community Colleges, Employment, Ethnic Groups, Females, *Followup Studies, *Junior Colleges, Males, Mexican Americans, *Participant Satisfaction, Pupil Personnel Services, Relevance (Education), *School Holding Power, *Student Characteristics, Surveys, Transfers, Vocational Education

A survey was conducted at Austin Community College (ACC) to determine why students who were previously enrolled chose not to re-enroll after completing at least 12 semester units. Of the 1,641 non-returning students who were sent questionnaires, 449 responded. Survey data on students' level of satisfaction with ACC, their employment status, and educational status is presented for respondents as a whole, and by sex, college major, and ethnic group. Highlights from the report include the following: over 50% indicated they intended to further pursue educational objectives they had partially completed at ACC; only 6.7% indicated dissatisfaction as a reason for not returning; of the 55% of respondents who were employed, 72% indicated their courses were of value in obtaining a job, performing on the job, or in job advancement; 59% of those transferring to another school lost no credit hours; 67% were interested in taking additional courses at ACC; more males than females were ``very satisfied'' with the educational experience; males rated veterans' services highest in a group of services while women rated learning lab packages highest; all ethnic groups rated university transfer as their main reason for attending ACC; and 33.3% of the occupational and 26% of the university transfer respondents were ``very satisfied'' with their experiences. (MB)

ED 161 482 JC 780 561

Sheldon, M. Stephen Hunter, Russell
Pierce College Longitudinal Study: First Year Report.
Pierce Coll., Woodland Hills, Calif.
Pub Date- 78
Note-18p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Academic Aspiration, Age, College Majors, Community Colleges, Dropouts, Enrollment, Experimental Programs, Females, Institutional Research, *Junior Colleges, Longitudinal Studies, Males, Ombudsmen, *Persistence, Scheduling, School Holding Power, Student Attitudes, Student Characteristics, *Student College Relationship, Student Motivation, Withdrawal
Identifiers-Course Withdrawal

During 1977-78 Pierce College undertook a study to (1) examine major reasons for attrition; (2) determine reasons for student attendance at Pierce; (3) determine the long-range effects of academic residence at Pierce for its students; and (4) experimentally determine the effects on retention of special treatment, through a caring ombudsman.'' Each student in the study sample, representing approximately 1.9% of the total student population, was considered as belonging to one of six productivity'' subsets: admitted but never enrolled; enrolled but never attended classes; withdrew from school before census week; dropped all classes after census week; finished the semester with some passed classes; and finished with all passed classes. Of the total number of students admitted in fall 1977, 48% did not acquire any college units that semester. Significantly more vocational students (62%) completed some class units than non-vocational students (45%). Other variables considered were age, sex, and time of class meetings. The caring ombudsman'' treatment received by half of the sample, seemed to have no effect on the majority; dropout and persistence patterns were approximately the same for both groups. Reasons for not enrolling after admission, were accepted to another college'' and job''; poor instructor-student relationship'' was a major reason for dropping classes; reasons students gave for intra-semester withdrawal included transfer'' and met objectives.'' (MB)

ED 161 520 PS 010 114

Memos and Resource Lists from ERIC/ECE: 1978.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Sep 78
Note-46p.
Available from-ERIC Clearinghouse on Early Childhood Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog No. 176, $3.50)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Adoption, *Bibliographies, Bilingual Education, Child Advocacy, Child Care Workers, *Child Development, *Early Childhood Education, Educational Diagnosis, Family Day Care, Learning Activities, Parent School Relationship, *Parent Teacher Cooperation, Preschool Children, *Resource Guides, Sex Role

This collection is comprised of short memos (offering practical suggestions and ideas for teachers and parents of young children) and resource lists on various early childhood topics, prepared by the staff of the ERIC Clearinghouse on Early Childhood Education during 1978. Memos focus on parent involvement ideas for day care centers, the learning potential of water play for preschoolers, sex role development in young children, and family day care. Resource lists deal with the following topics: early childhood (including ideas for classroom materials and activities, day care administration, and childrearing); screening, readiness and diagnostic programs in early childhood; sex role development in young children; child advocacy and children's rights; parent-teacher relationships; general studies on child development and related topics; young children and the arts; bilingual education (primarily Spanish-English) in early childhood, and adoption. Order information is provided for all ERIC documents and other publications included in the resource lists. (CM)

Ourselves and Our Children: A Book By and For Parents.

Boston Women's Health Book Collective, Inc., Mass.
Pub Date-78
Note-288p.
Available from-Random House, Inc., 201 East 50th Street, New York, New York 10022 (Hardcover, $12.95; Softcover, $6.95, plus $1.00 shipping)
Document Not Available from EDRS.
Descriptors-Child Rearing, Family (Sociological Unit), Parent Attitudes, Parent Child Relationship, Parent Reaction, *Parent Role, *Parents, *Personal Adjustment, Personal Growth, Personal Values, *Quality of Life, *Self Actualization, Social Change, Social Influences

This book probes the experience of parenthood, drawing heavily on anecdotal reports of parents' personal experiences and feelings interwoven with the authors' comments. Chapter 1 examines the pros and cons of having children; touches briefly on pregnancy, infertility, adoption, and stepparenthood; and looks at the issues involved in deciding whether to have more children. Chapters 2 through 5 deal with what parents' lives are like at various stages of parenthood: during their children's early years, middle years, teenage years, and years as adults. The last 4 chapters consider some special dimensions of parents' experiences and needs: (1) shared parenthood, in which two parents share the primary daily care of their children; (2) family life and the different forms that families take; (3) the social institutions and attitudes which affect parents and ways that some parents have worked for change; and (4) the kinds of help that parents need, ways they can help themselves and each other, and the various professional and lay resources to which parents can turn. A bibliography of recommended books on related topics is included. (JMB)

ED 161 559 PS 010 224

Mallory, Bruce L.

Selected Empirical Research and Policy Analysis on Child Care and Parent Education: Principles for Public Policy.

George Peabody Coll. for Teachers, Nashville, Tenn.; Vanderbilt Univ., Nashville, Tenn. Center for the Study of Families and Children.

Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.

Pub Date-1 Oct 78

Contract-105-77-1045

Note-42p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Administrative Principles, *Child Care, Decision Making, Delivery Systems, Guidelines, *Parent Education, Parent Participation, *Policy Formation, *Preschool Children, Program Development, Program Effectiveness, *Public Policy

This paper examines recent empirical evidence and policy analyses of family-oriented research projects funded by ACYF in order to identify general principles for public policies affecting families with young children. An initial definition of the policy problem focuses on the relationship between families as private systems that enhance human development and bureaucratic structures intended to maintain public good. Two levels of policy implications are identified: policy principles or goals and program options or choices for implementing principles. A review of the Administration for Children, Youth, and Families (ACYF) funded research projects on child welfare programs, child abuse and neglect services, day care regulation, child development programs, and youth development services provides a major source of empirical information for the policy principles and options listed. These policy principles and options are categorized under (1) preschool child care (care of preschool children by adults other than the children's primary caregiver), (2) family participation (aspects of parent or sibling involvement in policies and programs aimed at strengthening their child rearing capacities), (3) work place issues (allocation of adult's time between child caring and market-place activities), and (4) delivery mechanisms (strategies for implementing federal policies affecting family life and child development). (CM)

ED 161 595 RC 010 828

Astacio, Ramon Iruegas, Efrain

Learning Achievement Packages. Mexican American Studies, English-Spanish.

Calexico Unified School District, Calif. Bilingual Education Program.; Dissemination and Assessment Center for Bilingual Education, Austin, Tex.

Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.

Pub Date-78

Note-129p.; Revised from 1976 printing ; Prepared in conjunction with Calexico Intercultural Design, Calif.

Language-Spanish; English

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors-*American Indian Culture, Art, Astronomy, *Bilingual Education, Cultural Education, *Curriculum Guides, Education, Ethnic Origins, *Ethnic Studies, Government (Administrative Body), High School Curriculum, History, Instructional Materials, Learning Activities, Literature, *Mexican American History, Mexican Americans, Religion, Secondary Education, Social Studies, Spanish Speaking, Tests

Identifiers-Aztec (Tribe), Maya (Tribe), *Mexico, Olmec (Tribe), *Pre Hispanic Culture

Developed originally for grades 7-12, the three bilingual Mexican American studies curriculum units on the pre-Hispanic cultures of the Olmecs, Mayas, and Aztecs present information for the teacher and for the student, a glossary, worksheets, an answer key, a test, and a bibliography in Spanish and English. The cross section of materials are intended to deal with the learning problems of students with special language difficulties. Specific unit content is as follows:
Olmec origin, cultural sites, education, religion (spirits of nature, jagure cult, adoration of the dead, religious festivities, magical powers), and art; Maya old and new empires, government, arts and sciences (architecture, literature, arts, sciences), and religion; Aztec origin, territory of Tenochtitlan, government, royal line, religion (human sacrifice, Aztec deities), education, arts and sciences, literature, Aztec calendar, and customs (social tasks, food). Exercises for students include location of places on maps, matching, questions for short answers, definitions, multiple choice. The worksheets and tests are designed as duplicating masters. (RS)

ED 161 666 SE 024 928

Agriculture & Agronomy: A Dissertation Bibliography.

Pub Date- 78
Note-69p.; For related documents, see SE 024 926-931; Not available in hard copy due to marginal legibility of original document
Available from-University Microfilms International, 300 N. Zeeb Road, Ann Arbor, Michigan 48106 (free)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Agriculture, *Agronomy, *Bibliographies, Catalogs, *Doctoral Theses, Information Sources, Microfilm, Publications, *Reference Materials

This bibliography presents a compilation of Agriculture and Agronomy doctoral research for the years 1973-1976. Each of the 3,386 doctoral dissertations cited herein has been accepted by accredited degree-granting universities in North America and published by University Microfilms International (UMI). Dissertations are arranged alphabetically in author sequence under each subject heading, from Agriculture, General to Zoology. Each entry includes a full title, degree earned, degree-granting institution, date of degree, number of dissertation pages, reference to the 600-word abstract location in Dissertation Abstracts International by volume, issue, and page number, and an order number for acquiring a full text reproduction of the dissertation. Complete full text copy ordering information follows. A listing of Masters theses, also available from UMI, follows the dissertation section. These theses are arranged under 23 subject headings comprising Earth Sciences, Biological Sciences, and Allied Subjects. Each title is abstracted in Masters Abstracts and available as full text reproductions from UMI. Subject catalogs such as this one are compiled and released periodically for scholars and librarians as basic research tools and ordering guides. (Author/MA)

ED 161 689 SE 025 076

Davies, James N., Comp.

A Bibliography of Environmental Education for Elementary and Secondary Teachers.

Pub Date-78

Note-31p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Bibliographies, Booklists, *Educational Resources, *Elementary Secondary Education, *Environmental Education, Instructional Materials, Periodicals, *Reference Materials, Science Education, Teacher Improvement

This bibliography includes books and journal articles concerned with environmental education on the elementary and secondary levels. Complete bibliographic information is included for each entry along with general and specific descriptor codes. These letter codes describe the resources according to primary objective of listing (sourcebook, curriculum, field trips, etc.) and courses or topics (biology, ecology, demography, etc.). Books are listed chronologically according to general category and journal articles are listed chronologically, 1978-1974. A cross reference of journal citations is included. (MA)

ED 161 766 SE 025 298

Blitzer, Robert F.

The Development and Evaluation of an Interdisciplinary Cognitive-Affective Approach to General Education Mathematics.

Pub Date-May 77
Note-259p.; Practicum Report submitted in partial fulfillment of the requirements for the degree of Doctor of Education, Nova University
EDRS Price MF-$0.83 HC-$14.05 Plus Postage.
Descriptors-Attitudes, *College Mathematics, *Course Descriptions, Educational Research, *General Education, Higher Education, Humanistic Education, *Instruction, *Interdisciplinary Approach, *Research

This dissertation describes the development and evaluation of course materials entitled ``Confluent Math: A Multidisciplinary Thinking-Feeling Approach to Twentieth Century Mathematics.'' The goals of the materials were: (1) to develop understanding and appreciation of logical axiomatic structure; (2) to examine major philosophic ideas relating to the creation of axiomatic structure; and (3) to help students gain increased self-awareness. Pre- and post-tests show an upward shift in mathematical attitudes and understanding the nature of mathematics as an abstract art form. Unit topics include: introduction to mathematics, infinity, symbolic logic, group theory, external reality, and the inductive method. (MP)

ED 161 848 SP 013 231

Equal Rights for Women in Education. Model Policy Statement and Guidelines for Implementation: The Elimination of Bias and Stereotyping on the Basis of Sex in Instructional Materials, Teacher Strategies and Curriculum Content.

Education Commission of the States, Denver, Colo.
Spons Agency-Ford Foundation, New York, N.Y.
Pub Date-May 77
Note-11p.; From the Equal Rights for Women in Education Project
Available from-Education Commission of the States, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80295 ($1.50 postage and handling)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Course Content, *Curriculum, *Educational Policy, Equal Education, Females, *Guidelines, *Instructional Materials, *Sex Discrimination, Sex Stereotypes, *Teaching Procedures

The model policy statement proposed here states that all instructional materials (printed and nonprinted), teacher strategies, and curriculum content shall be examined and evaluated with the goal of eliminating bias and stereotyping on the basis of sex, and that appropriate activities, discussions, and/or supplementary materials shall be used to support this task. Guideline suggestions are provided for implementation of this policy along with additional guidelines for non-sex-biased instructional materials, publishers' guidelines and suggestions for eliminating sexism, guidelines for course content, and other resources available. (DS)

Johnson, Jeffrey

Faculty Development in Individualized Education Project (1976-1978). Final Report.

University Without Walls, Minneapolis, Minn.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Jun 78
Grant-G007603207
Note-209p.; Parts of appendix marginally legible due to print quality
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-College Faculty, Departments, *External Degree Programs, *Faculty Development, *Faculty Workload, Higher Education, Independent Study, *Individualized Instruction, Interdisciplinary Approach, Program Descriptions, Publications, State Universities, *Student Teacher Relationship, *Teacher Attitudes, Undergraduate Study
Identifiers-*University of Minnesota

The Faculty Development in Individualized Education Project was established at the University of Minnesota in 1976 as a special two-year effort to improve the systems of faculty involvement in individualized education at the undergraduate level (part of the University Without Walls program). The project's main assumption was that faculty members' individualized work with undergraduates is an overload function, typically unrelated to his regular professional responsibilities, and that this causes problems for faculty members and students alike. The project's main outcomes took the form of publications, which are listed in the final report. Throughout its research and information-sharing activities, the project discovered a theme: individualized work with students ranks exceedingly low among the priorities of the faculty and institution as a whole. It is concluded that in order for students and faculty to be well served, individualized education is best placed within regular faculty activity and departmental functions. Interdisciplinary and extra-departmental frameworks for such faculty involvements are unlikely to be productive. (Author/MSE)

Deniozos, Demetris

Academic Entrepreneurs in University Decision Making. AIR Forum Paper 1978.

Pub Date-May 78

Note-17p.; Paper presented at the annual Association for Institutional Research Forum (18th, Houston, Texas, May 21-25, 1978) ; Best copy available

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Administrative Organization, Budgeting, Case Studies, *College Administration, *College Faculty, College Planning, Comparative Analysis, *Decision Making, Educational Needs, Foreign Countries, Higher Education, Organizational Climate, *Power Structure, Teacher Influence, *Teacher Participation, Teacher Selection

Identifiers-*Switzerland

Organizational differences among universities in Switzerland were identified through study of budgeting, professor appointment, and planning. University or state authorities intervening in the decisionmaking process are classified in four groups corresponding to four levels of organizational authority. Universities are subdivided into three groups according to the kind of authority involved in the different steps of the budgeting procedure. Activity undertaken for the appointment of professors is relatively concentrated at the sectorial level. The main differences among universities in the appointment of professors concern the degree of formalization of the decision structure and the existence and intensity of control by central and state authority. Several cases in different systems were studied to determine the impact of the different management systems on teaching and research activities. A case study is presented concerning a public college science professor's actions to create a laboratory for reorienting his research. The most important means the academic entrepreneur uses to achieve his goals in university affairs are described. The institutional entrepreneurs take initiatives favoring university interests and reputation and defend it against public authorities. Although entrepreneurial activity at the institutional level contributed largely in some universities to the development of a teaching and research policy, it seems insufficient. Case studies showed that the formal organizational systems are not able to control and orient entrepreneurial activity if they do not have a pre-established policy. (SW)

Miyataki, Glenn K.

An Empirical Study of Implementing an Academic Unit Planning Tool: Implications for Institutional Research and Management. AIR Forum Paper 1978.

Pub Date-May 78
Note-20p.; Paper presented at the annual Association for Institutional Research Forum (18th, Houston, Texas, May 21-25, 1978) ; Table 1 may reproduce poorly
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Administrator Guides, Administrator Role, *College Administration, Educational Planning, Higher Education, Improvement Programs, *Innovation, Institutional Research, *Management Systems, *Measurement Instruments, Models, *Organizational Climate, Organizational Effectiveness, *Program Planning
Identifiers-Academic Unit Planning Manual, Educational Outcomes

The need to focus upon the organizational factors and consequences of a technological innovation is discussed and the outcome of the pilot implementation of the Academic Unit Planning Manual (AUPM) are reported. The primary intent of the AUPM, a tool developed at the National Center for Higher Education Management Systems (NCHEMS), is to assist academic unit administrators through an approach that addresses an academic unit's planning and management needs. The experiences of 37 academic unit administrators from six higher education institutions who attempted to improve their planning and management functions by utilizing the AUPM are described. Administrative variables (capacity, task understanding, effort-to-perform, and participation influence) and organizational system variables (openness, resource slack, job rewards, and administrative flexibility) were studied to determine their influence upon the applicability of the tool to attain various outcomes and to identify anticipated institutional consequences. The more popular uses of the tool, participant's insights about obstacles to implementation, and suggested methodologies for future implementations are also discussed and, from experiences gained through the field situation, some clues for research and management, such as the role of policies to regulate change attempts into the daily operations of the institutions, are included. (Author/JMD)

ED 161 375 HE 010 607

Monical, David G.

Long-Range Financial Planning in Minnesota: Exploring State Level Issues, Problems and Alternatives. AIR Forum Paper 1978.

Pub Date-May 78

Note-15p.; Paper presented at the annual Association for Institutional Research Forum (18th, Houston, Texas, May 21-25, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Declining Enrollment, *Educational Finance, *Enrollment Projections, Enrollment Trends, Financial Needs, *Financial Policy, Institutional Research, Models, Postsecondary Education, State Aid, *State Colleges, *Statewide Planning

Identifiers-*Long Range Planning, *Minnesota

A long-range financial planning model was developed by the staff of the Minnesota Higher Education Coordinating Board to explore the issues and problems facing the financing of Minnesota postsecondary education. The model was designed to determine the extent to which alternative general financing policies and specific funding formulas affect system and state level expenditures and financing patterns. The model helps assess the general financial impact of projected enrollment trends under current policy guidelines while also simulating alternative sets of financing guidelines and estimating their effects on overall expenditures and financing patterns. It helps to assess the specific financial impact of alternative policies at different enrollment margins and assists in identifying and/or confirming which policies are in need of more specific and detailed analysis. It also helps in the educative component of policy deliberations by illuminating quantitative relationships among volume, expenditures, and sources of revenue in postsecondary education. A graph of projected full-time equivalent enrollment for 1977-2000 and a schematic of expenditures and staffing are appended. (SW)

ED 161 395 HE 010 629

Shirley, Robert C.

Strategic Decision Making in Colleges and Universities. AIR Forum Paper 1978.

Pub Date-May 78
Note-17p.; Paper presented at the annual Association for Institutional Research Forum (18th, Houston, Texas, May 21-25, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Administrative Principles, *College Administration, *College Planning, Comparative Analysis, *Decision Making, *Higher Education, Institutional Administration, *Institutional Research, *Organizational Theories

A decision-focused paradigm is presented to guide the development of a comprehensive institutional plan. The primary emphasis is the identification of strategic decisions to be resolved by individual institutions and the key determinants of those decisions. Based on the paradigm, a more active role for institutional research is suggested in order to facilitate the formation of overall strategy. The term strategic decisions'' was derived from the literature on organizational strategy and policy. A brief review is presented on the relevant writing, most of which has been applied to the business sector. Six key decision areas that constitute the overall strategy of an organization are: basic philosophy and values, goals and objectives, product/program/service mix, customer mix, geographic areas to be served and competitive emphasis. The six decision areas are compared across three types of organizations: business firms, universities, and hospitals. There are four major determinants of an organization's strategy: external opportunities, external constraints, internal capabilities, and the personal values of key constituencies. An overview of a strategic planning system for colleges and universities is presented. The process begins with external and internal assessments, followed by decisions in the six strategic decision areas. The relationship of strategic decision making to implementation planning in various parts of the institution is outlined. (SW)

ED 161 415 IR 006 252

Heines, Jesse M.

The Use of Computer-Managed Instruction to Control On-Site, Self-Instructional Training in a Small Systems Customer Environment.

Pub Date-Mar 78

Note-12p.; Paper presented at the Annual Meeting of the Association for the Development of Computer Based Instructional Systems (Dallas, Texas, March 1-4, 1978); For related document, see IR 006 231

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Autoinstructional Programs, *Computer Managed Instruction, Computer Science Education, Instructional Design, *Instructional Systems, Learning Modules, *Testing, *Training

Identifiers-*Computer Testing, Instructional Development

To make training cost-effective for its small systems customers, Digital Equipment Corporation (DEC) is providing self-instructional packages that can be used by customers on-site for training people to run their systems. To control the quality of this training, Computer Managed Instruction (CMI) is now incorporated into some of these packages. This CMI component uses a sequential probability algorithm that allows tests to vary in length depending upon the learner's skill level. This algorithm assures that the test results are statistically reliable while keeping the length of the tests as short as possible. All of the programs that make up this CMI system are written in BASIC; all of the CMI programs and data files for about 800 tests items will fit on a single, dual-density diskette. These characteristics make the CMI system applicable to internal and large systems training as well as small systems training, because it is small enough to fit on a diskette yet sophisticated enough to handle more and larger item banks if additional disk space is available. (Author/VT)

Reenstjerna, Frederick Roberts

The Hollins Branch Library and its Community: An Analysis of Available Data.

Roanoke County Public Libraries, Va.
Pub Date-26 May 78
Note-60p.; For related documents, see ED 124 192, ED 125 629, ED 126 947, ED 134 179, ED 134 182, ED 134 185-186, ED 140 806, ED 156 138
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Branch Libraries, *Community Characteristics, Community Study, County Libraries, Data Analysis, Library Circulation, Library Collections, Library Facilities, *Library Planning, Library Services, *Public Libraries
Identifiers-Community Analysis Research Institute, University of Denver

A community analysis study of the Hollins Branch Library, Roanoke, Virginia, was undertaken to evaluate the library's activities and services and provide a base for developing short and long range goals and objectives responsive to community needs. Data were gathered from various sources including regional and local planning agencies, local organization directories, and library statistical records. Part I presents community information in the following categories: History and Topography, Economic Activity, Population-Borrowers' Distribution, Education, Churches, Other Groups, and a Summary of community characteristics. Part II contains the library data related to history of the library system, history of the Hollins Branch, physical dimensions and size of holdings, results of a library walkaround, book collections, staff, services, and library characteristics. Part III notes several potential improvements in facilities and library organization based on data gathered throughout the study. (JAB)

ED 161 578 RC 010 774

Hinterbrand Lodge Outdoor Education Center. Program Information.
Dependents Schools (DOD), Washington, D.C. European Area.
Pub Date- 78
Note-71p.; Best copy available
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Activities, Administrative Policy, Clothing, Educational Objectives, Educational Philosophy, Elementary Secondary Education, Equipment, *Experiential Learning, *Foreign Countries, Government Employees, Interdisciplinary Approach, *Outdoor Education, *Program Descriptions, *Residential Centers, Safety, Scheduling, Sensory Experience, Skill Development, Student Responsibility, Teacher Education, Teacher Responsibility
Identifiers-Department of Defense Dependents Schools Europe, Germany, *Hinterbrand Lodge, Project Bold

Describing Department of Defense Dependents Schools Europe (DODDSEUR) use of Hinterbrand Lodge Outdoor Education Center, this document is directed to sponsors wishing to take groups to Hinterbrand for one or more of the five program options (outdoor education week, teacher weekend, school-designed outdoor education program, administrative faculty or writing conference/workshop, and special program). The philosophy of outdoor education is detailed and experiential learning is identified as the mechanism by which Hinterbrand's programs operate. Activities are categorized as initiative tests, sensory awareness, skill training, and integrated activities. A list of special considerations is provided for would-be sponsors (details group size, clothing, conduct, etc.). The responsibilities of the Hinterbrand staff, the sponsors, the assistants, and the participants are spelled out. Samples are presented for a winter daily schedule, pre-planning around a sponsor's school calendar, menu possibilities, parent permission and emergency forms, and activities (e.g., compass activities, bus or trail projects, etc.). Lists of needed equipment and clothing are also provided. The appendices of this document include information and instructions on program scheduling policies and procedures at Hinterbrand, a booklet on outdoor education and safety, and information for potential participants in Project Bold, a three-week summer outdoor education program designed for students and teachers in DODDSEUR. (JC)

ED 161 613 RC 010 895

SCDC Spanish Curricula Units. Fine Arts, Unit 10, Grade 3, Teacher's Guide.

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Spanish Curricula Development Center, Miami Beach, Fla.

Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.

Pub Date-77

Note-181p.; Not available in hard copy due to sideways reading material; For related document, see RC 010 896

Available from-Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752 (Order No. 276-X, $4.50)

Language-Spanish; English

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Bilingual Education, Classroom Games, Dance, Dramatic Play, *Fine Arts, Grade 3, Instructional Materials, Learning Activities, Learning Modules, Movement Education, Musical Instruments, Music Appreciation, *Music Education, Primary Education, Singing, *Spanish, *Spanish Speaking, Spiral Curriculum, Student Evaluation, *Teaching Guides

Unit 10 of a fine arts bilingual program developed for the third grade is oriented toward the basic theme of communities around the world and supports the spiraling questions of who the individual is, what his alternatives are, how he can initiate change, and what the results of change are. This teacher's guide to kits 37-40 explains focus, objective, and materials for each of the learning activities in English and Spanish; teacher instructions are in Spanish. Kit content includes recognition of the timbre of the harpsichord, binary form of a musical selection, changes in musical dynamics, rhythm, interpretations of song with original dramatizations, rhythmic game, major and minor modes, percussion instruments, Mexican dance, part-singing canon, rhythmic experiences, harmony, note positions, original dramatizations of a song and musical selection, biographic studies about Robert Schumann, harmony singing, expressive qualities of music, musical story (The Singers of Bremen), review of note values through rhythmic game, clapping, and rhythmic movements. Unit 10 also includes a recording of vocal and instrumental selections on cassette (available separately from the Dissemination Center). Each kit has assessment activities. (RS)

ED 161 647 RC 010 938

SCDC Spanish Curricula Units. Language Arts Strand, Unit 7, Grade 3, Teacher's Guide Multi-Ethnic Edition.

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Spanish Curricula Development Center, Miami Beach, Fla.
Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.
Pub Date-76
Note-445p.; Not available in hard copy due to sideways reading material
Available from-Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752 (Order No. 215-8, $5.50; readers $0.25 each)
Language-Spanish; English
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Bilingual Education, *Childrens Literature, Community Characteristics, Creative Expression, Grade 3, Grammar, Instructional Materials, *Language Arts, *Learning Activities, Learning Modules, Literary Genres, Primary Education, Reading Instruction, Spanish, *Spanish Speaking, Speech Skills, Spiral Curriculum, Student Evaluation, *Teaching Guides, Vocabulary Development, Writing Skills

Unit seven of a bilingual language arts strand for grade three contains both instructional and assessment activities in structured reading and creative written and oral expression, with a focus on the theme of the extended community. The teacher's guide for kits 25-28 lists the focus, objective, and materials needed for each activity in English and Spanish; detailed teacher instructions are in Spanish only. Sources for stories and poems to be read in each kit are two small, illustrated Spanish student books. In addition to the reading, kits cover paragraph structure, nouns, verbs, adjectives, adverbs, fantasy writing, writing of an interview, drama, similes and metaphors, free verse, oral expression through the senses, derivative words, biographies and autobiographies, changes in nouns, different kinds of words, dictionary skills, expression of feelings orally and through pantomime and body movements. Activities support four spiraling questions: what the elements are, how wants and needs are met, how change occurs, and what results of change are. Each kit, designed for a teaching period of two to three weeks, contains assessment activities. (RS)

ED 161 717 SE 025 181

Page, Lou Williams Page, Thornton

Apollo-Soyuz Pamphlet No. 1: The Flight. Apollo-Soyuz Experiments in Space.

National Aeronautics and Space Administration, Washington, D.C.
Report No.-NASA-EP-133
Pub Date-Oct 77
Note-67p.; For related documents, see SE 025 182-189 ; Parts marginally legible due to small print; Photographs will not reproduce clearly
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 033-800-00688-8; Available in sets only - $10.00)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Aerospace Education, Earth Science, Higher Education, *Instructional Materials, *Learning Activities, Physical Sciences, Science Education, Secondary Education, *Secondary School Science, *Space Sciences, *Supplementary Textbooks
Identifiers-National Aeronautics and Space Administration

This is the first in a series of nine booklets that discuss the Apollo-Soyuz mission and experiments. This set is designed as a curriculum supplement for teachers, supervisors, curriculum specialists, textbook writers, and the general public. These booklets provide sources of ideas, examples of the scientific method, references to standard textbooks, and descriptions of space experiments. There are numerous illustrations, as well as questions for discussion (with answers) and a glossary of terms. The series has been reviewed by high school and college teachers nationwide. This first booklet is concerned with the actual flight and contains information about the project goals, the meeting in space, and spacecraft launch, control, and rendezvous. (MA)

ED 161 787 SO 011 246

Brockett, Charles

A Hierarchy of Human Rights.

Pub Date-78

Note-32p.; Paper presented at Annual Meeting of the American Political Science Association (New York, New York, August 31-September 3, 1978)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Civil Liberties, Cultural Factors, *Global Approach, *Human Dignity, *Human Living, Individual Needs, Literature Reviews, *Moral Values, Needs Assessment, Philosophy, Problem Solving, Productive Thinking, Self Actualization, Socioeconomic Influences, *World Problems

To establish an objective conception of human rights, one must first identify basic needs intrinsic to all people and then determine whether these needs are or can be hierarchically ordered. Many scholars have conducted research on the concept of human needs, particularly in the area of human rights. Among these scholars are Abraham H. Maslow (The Psychology of Science: A Reconnaissance''); J.C. Davies (Human Nature in Politics''); and Christian Bay (The Structure of Freedom''). Basic human needs identified by these and other scholars provide a general outline for a hierarchy of human rights. Most basic of these rights are satisfaction of physiological and safety needs. Physiological rights are interpreted to include the right to life and to bsic requirements such as food, water, and air. Safety rights include protection from physical or psychic injury. Next in importance after physiological and safety rights are gratifications such as love, esteem, and self-actualization. The author concludes that this objectiVe and hierarchical conception of human rights avoids drawbacks of traditional definitions of human rights based on (1) historical and cultural traditions, (2) philosophical systems such as Marxism or positivism, or (3) a general perception of equal and universal human worth. Difficulties related to traditional conceptions of human rights include cultural and ideological parochialism, vagueness, difficulty of definition, and confusion of natural desires and natural rights. (DB)

ED 161 806 SO 011 282

Stephens, David T.

Geographers as Planners: What Skills Does the Job Require.

Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-20 Oct 78
Grant-SED-75-18487
Note-21p.; Paper presented at Annual Meeting of the National Council for Geographic Education (Milwaukee, Wisconsin, October 18-21, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Civil Engineering, Communication Skills, Community Development, *Curriculum Development, Educational Needs, Evaluation Methods, Geographic Concepts, *Geography Instruction, Higher Education, Land Use, Measurement Instruments, *Planning, Professional Occupations, *Professional Training, Questionnaires, *Relevance (Education), Skill Development, *Skills, Surveys

A survey of 524 planning agencies and consultants in the Midwest and Southwest was undertaken in 1976 to identify skills required for planning and to assess current capabilities in those skill areas. The major purpose of the survey was to aid geographic educators as they prepare students for careers in the planning profession. One part of the survey identified the major planning functions of the 524 respondents. These functions emphasized community development, housing, transportation, capital improvements, zoning, land use, preparing federal and state applications, and general planning research. In another part of the survey, respondents were asked to rate 70 different skills for their importance to the operation of their organizations. Skills ranked essential by more than 40% of the respondents included the abilities to write clear and concise reports, work effectively with other professionals, present technical issues to public officials and to citizens' groups, develop land-use maps, and assist in environmental impact assessment. To develop skills in these areas, geography educators should provide training in mapping and graphics, secondary data recovery, communications, primary data generation, quantitative methods, and interpretation of legal processes as they apply to planning. (DB)

ED 161 825 SO 011 315

Personal Privacy in an Information Society: What are the Trade-Offs? Insights into Consumer Issues.

J.C. Penney Co., Inc., New York, N.Y.
Pub Date-78
Note-32p.
Available from-J.C. Penney Company, Inc., 1301 Avenue of the Americas, New York, New York 10019 ($1.00 or free from local store managers)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Adult Education, Computer Science, *Confidentiality, Confidential Records, *Consumer Education, *Consumer Protection, Educational Resources, Federal Legislation, Information Processing, Instructional Materials, *Money Management, Purchasing, Secondary Education, Teaching Techniques

Insights into Consumer Issues is one of a group of educational publications and teaching units that J.C. Penney provides for consumer educators as a public service. This folder illustrates that although computerized processing of personal information has brought considerable convenience, the potential risk to personal privacy is of increasing concern. Specific areas of concern are: the amount of information requested, depersonalization of decision-making, increased access to information, greater potential for error, storage of outdated information, and complexities of technological innovation. The folder contains a teaching unit with fact sheets on (1) privacy from the perspectives of consumers, business, and government, (2) early methods of record-keeping, (3) recommendations to maximize fairness and to fulfill expectations of confidentiality, (4) advantages of the electronic funds transfer system, (5) recommendations to minimize intrusiveness, (6) the six federal privacy acts, and (7) privacy commission recommendations. Also included are a ten-frame filmstrip with separate printed commentary, six activity sheets for individual, small, or large group use and community outreach, two scripts, one and a half to two and one quarter minutes in length for radio or television, and an expository poster 20'' by 30''. The filmstrip and poster are not available through the ERIC Document Reproduction Service. (DL)

Bain, Linda L.
The State of Physical Education Curriculum.
Pub Date-Nov 78
Note-19p.; Paper presented at Curriculum Symposium of the National Association for Sport and Physical Education (St. Louis, Missouri, November 4-6, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Athletics, Conceptual Schemes, *Curriculum Problems, *Educational Objectives, *Educational Theories, Health, Physical Activities, *Physical Education, Student Centered Curriculum

Physical education curriculum is examined from both the subject-centered and student-centered theories of curriculum design. A subject-centered curriculum is described as a discipline studying human movement from several perspectives: biomechanical, physiological, psychological, sociological, historical, philosophical, and aesthetic. Proponents of this theory believe that the structure of the physical education program should parallel the perceived structure of the discipline. In contrast, student-centered curriculum begins with the assumption that the physical education program content should be selected, structured, and sequenced according to the needs of the students. The problems of evolving a physical education program successfully meshing both of these theories are discussed in this address. (JD)

ED 161 690 SE 025 096

Smith, Walter S.

Five Approaches to Increasing Participation of Talented Women in Science Careers. Paper Presented at the Annual Meeting of the National Science Teachers Association (Washington, D.C., April 1978).

Pub Date-Apr 78
Note-11p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Career Development, *Career Education, *Career Opportunities, Career Planning, Goal Orientation, *Higher Education, *Science Careers, Science Education, Sex Stereotypes, *Womens Education

This paper is concerned with the need for science teachers to encourage women students to pursue professional science careers. It presents five hypotheses that are often assumed about women and counters with five strategies that can be used. These are: (1) Deficiency hypothesis/Remediation strategy; (2) Unfeminine career hypothesis/Career selling strategy; (3) Role conflict hypothesis/Role resolution strategy; (4) Job seeking hypothesis/Assertive skills strategy; and (5) Discrimination hypothesis/Antidiscrimination strategy. Each pair is discussed in detail. A bibliography is included. (MA)

ED 161 741 SE 025 207

National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Radiation.

National Field Research Center Inc., Iowa City, Iowa.
Spons Agency-Environmental Protection Agency, Washington, D. C.
Pub Date-78
Grant-EPA-T-900591
Note-272p.; For related documents, see SE 025 197-211; Photographs may not reproduce well
EDRS Price MF-$0.83 HC-$14.05 Plus Postage.
Descriptors-Curriculum, *Engineering, Environmental Education, Graduate Study, *Higher Education, *National Surveys, Nuclear Physics, Postsecondary Education, *Program Descriptions, *Radiation, Radiation Biology, Science Education, *Sciences

The survey involved 25 academic radiation training programs which are located in 14 states. These programs represent a sample, only, of the various programs available nationwide. Enrollment and graduate statistics are presented. A total of 207 faculty members, 72 percent full-time, were involved in the programs. Curricula, research funding, and sources of student financial support are discussed. Finally, a national radiation employment profile is given. (BB)

ED 161 502 JC 780 582

Wiedman, Phyllis

Management Development Needs of California Community College Administrators.

Association of California Community Coll. Administrators.

Pub Date-Apr 78

Note-30p.; Parts may not reproduce clearly due to colored paper

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Administrative Personnel, *Administrator Attitudes, Administrator Responsibility, Chief Administrators, College Administration, Community Colleges, Educational Administration, Experience, Interpersonal Relationship, *Junior Colleges, Leadership, *Management, *Needs Assessment, *Personnel Needs, Presidents, State Surveys

Identifiers-California

An assessment was conducted of the management needs of California community college administrators, using surveys presenting a series of needs in areas of management and administration, interpersonal relationships, human resources management, and leadership, which respondents were asked to rank according to importance. Surveys were sent to: (1) presidents of the 104 community colleges; (2) chancellors of the 19 multi-campus districts; (3) newly appointed administrators with three years or less experience; and (4) experienced administrators with eight or more years experience. Of the 331 surveys mailed, 274 (83%) were returned. It was concluded that the presidents were generally sensitive to the needs of their administrative staffs, though their responses were more similar to those of experienced administrators than to those of new administrators. Presidents felt their staffs' needs to be greatest in areas of long-range planning, facilitating communication, constructive criticism, motivating staff, effective staff management, and implementing change. Experienced administrators and chancellors were similar to the presidents in items ranked highest. Newly appointed administrators were the only group to rank those items related to the operation of the college, e.g., budget management, funding sources, and computer as management tool, as most important. Generally, needs in the interpersonal relationships area were felt to be the greatest, and needs in the management and administration area were felt least. Recommendations and the survey forms are included. (MB)

ED 161 521 PS 010 122

Gotts, Edward E., Ed.

Home Visitor's Notebook

Appalachia Educational Lab., Charleston, W. Va.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Aug 77

Note-292p.; For abstracts to other documents in this kit, see PS 010 123-24

Available from-Human Sciences Press, 72 Fifth Avenue, New York, New York 10011 (Paper, $14.95; complete set of three books in "Home Visitor's Kit," $19.95)

Document Not Available from EDRS.

Descriptors-Child Development, Communication Skills, *Early Childhood Education, *Home Instruction, Home Visits, *Instructional Materials, Learning Modules, Learning Processes, *Paraprofessional Personnel, Parent Education, Parent Role, Parent Teacher Cooperation, *Preschool Programs, Resource Materials, Rural Education, *Teaching Guides, Teaching Skills

Identifiers-Home Oriented Preschool Education Program

This training manual for home visitor trainers and trainees was developed for use in home-based preschool programs. The notebook is part of a learning package which instructs prospective family workers, family worker trainers, and parents in the entry level skills, knowledge, and orientations needed to provide children from birth through 8 years of age with school oriented learning skills. (The training kit consists of 3 booklets: (1) the Home Visitor Trainer's Notebook; (2) the Parent's Notebook; and (3) the Home Visitor's Resource Materials.) Specifically, this notebook contains 10 teaching modules which present programmed instructions and written exercises for trainees on such topics as a home visitor's responsibilities, facilitating child development, developing one's own teaching skills, understanding learning skills in children, using common materials found in the home for projects, working smoothly and effectively with other people, health and safety factors, and using community and state information resources. (Author/SE)

ED 161 540 PS 010 192

Park, Jeanne S., Comp.

Education in Action: 50 Ideas That Work.

Office of Public Affairs (DHEW/OE), Washington, D.C.

Report No.-HEW-OE-77-01018

Pub Date-78

Note-122p.

Available from-Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-01793-8, $2.75)

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors-Alternative Schools, Bilingual Education, Career Education, *Demonstration Programs, *Educational Alternatives, *Educational Development, Environmental Education, Field Experience Programs, Handicapped Children, Mathematics Instruction, Migrant Education, Preschool Programs, *Program Descriptions, Reading Programs, Vocational Education

This booklet contains brief descriptions of 50 successful education programs developed and operated with initial funding from the U.S. Office of Education. Each program has been judged by the Joint Dissemination Review Panel of the Education Division of the Department of Health, Education, and Welfare, and has been certified effective'' for use by other school districts. The program descriptions are organized under the following broad topics: reading, language arts, and mathematics; early childhood; career and vocational education; education for handicapped children; bilingual and migrant education; environmental education; alternative schools; and special interests such as urban arts, political and legal education, elective independent study, student alienation from the school system, health education, basic reading for adults, and experience based career education. (CM)

SCDC Spanish Curricula Units. Language Arts, Unit 6, Grade 2, Supplement & Ditto Packet.

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Spanish Curricula Development Center, Miami Beach, Fla.

Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.

Pub Date-77

Note-289p.; Not available in hard copy due to sideways reading material; For related document, see RC 010 911

Available from-Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752 (Order No. 198-4, $4.50)

Language-Spanish; English

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Bilingual Education, Composition Skills (Literary), Creative Expression, Creative Writing, Decoding (Reading), Grade 2, Grammar, Instructional Aids, Instructional Materials, *Language Arts, Language Experience Approach, Language Skills, *Learning Activities, Primary Education, Reading Comprehension, Sentence Structure, *Spanish, Spanish Speaking, *Visual Aids, *Worksheets, Writing Exercises, Writing Skills

Identifiers-Ditto Masters

The supplement and ditto packet for the unit six language arts strand for second graders features visual aids to help carry out the activities described in the teacher's guide. Visuals based on the stories are used to help stimulate oral language and conceptual development along with class participation activities and written work. Other materials include maps, word cutouts, and written exercises with questions, matching, fill-in-the-blanks, and yes-no type activities. Worksheets for individual students are intended to be presented under supervision rather than as individual tasks. Language on materials for classroom use is in Spanish. The four kits of this unit are based on two pupil's story books, De Aqui para Alla,'' and Ciudad, Campo y Mar.'' Structured reading, creative oral and written expression, language analysis, and review and reinforcement of the decoding process are among the principal activity components. The theme of the neighborhood as a community forms a basis for the units which treat the spiraling questions of what the elements are, how needs and wants are satisfied, how change occurs, and what happens as a result of change. (DS)

ED 161 767 SE 025 300

General High School Mathematics.

New York State Education Dept., Albany. Bureau of General Education Curriculum Development.; State Univ. of New York, Albany.
Pub Date-Aug 78
Note-73p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Curriculum Guides, *General Education, Geometry, Graphs, Measurement, Number Systems, *Practical Mathematics, Secondary Education, *Secondary School Mathematics, *Teaching Guides
Identifiers-*Calculators, *General Mathematics

This outline is for a pre-algebra course designed to prepare students for algebra or to satisfy a one-year mathematics requirement. A key purpose is to present a practical mathematical experience. A detailed outline is given with a suggested time allotment for each chapter. A discussion of each topic follows with teaching suggestions and examples. The chapters are partitioned as basic units and supplementary units. Topics in the basic units include: integers; rational numbers; graphing; measurement of geometric figures; ratio, proportion, and percent; probability and statistics; and consumer and job-related mathematics. Supplementary units include: informal geometry; recreational mathematics; flow charts and calculators; volumes of geometric solids; and mathematical reasoning. (MP)

ED 161 849 SP 013 233

Freiberg, H. Jerome And Others

Field-Based Clinical Inservice Education. Eleventh Cycle Teacher Corps.

Houston Independent School District, Tex.
Spons Agency-Office of Education (DHEW), Washington, D.C. Teacher Corps.
Pub Date-78
Contract-G007803345/489CH80287
Note-38p.; Presented at Natonal Council of States on Inservice Education Conference (San Francisco, California, November 16-18, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Consultants, *Cooperative Planning, Individual Needs, *Inservice Teacher Education, Needs Assessment, Professional Continuing Education, *Team Teaching

The major goal of the inservice program described in this document was to develop, implement, and evaluate a training program designed to maximize the professional growth of inservice personnel, including all participants in each phase of planning. The services of a clinical instructor and a consultant were used. In the planning phase of the program, teachers specified individual needs and objectives, and the program adhered closely to these stated goals. The consultant identified ways in which the clinical instructor could asssist the teacher in mastering and applying new skills. The program was conducted, in part, in the classroom with the clinical instructor actively participating with the teacher providing feedback with regard to the teacher's mastery of new skills and knowledge. Alternative learning activities for teachers with differing interests and abilities were offered in workshops, and opportunities to practice new skills were provided in a protected setting away from the classroom. Emphasis was placed on the individual teacher's professional goals, and financial incentives were offered to participants. (JD)

ED 161 667 SE 024 929

Helgeson, Stanley, Comp.

Science Education: A Dissertation Bibliography.

Pub Date- 78

Note-83p.; For related documents, see SE 024 926-931; Not available in hard copy due to marginal legibility of original document

Available from-University Microfilms International, 300 N. Zeeb Raod, Ann Arbor, Michigan 48106 (free)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Bibliographies, *Catalogs, *Doctoral Theses, Information Sources, Microfilm, Publications, *Reference Materials, *Science Education

This bibliography presents a subject/author listing of 3,200 doctoral dissertations available from University Microfilms International (UMI). Publication dates range from 1950 to 1975, with a few earlier studies included. Each entry includes author, full title of study, degree earned, degree granting institution, date of degree, number of dissertation pages, reference to the 600-word abstract location in Dissertation Abstracts International by volume, issue, and page number, and an order number for acquiring a full text reproduction of the dissertation. Complete full text copy ordering information is included. (Author/MA)

ED 161 376 HE 010 608

Overall, J. U. And Others

Long-Term Stability of Students' Evaluations: A Longitudinal Study. AIR Forum Paper 1978.

Pub Date-May 78

Note-23p.; Paper presented at the annual Association for Institutional Research Forum (18th, Houston, Texas, May 21-25, 1978)

Available from-Dr. Overall, California State University, 1000 E. Victoria Street, Dominguez Hills, CA 90747

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Alumni, College Graduates, College Students, Comparative Analysis, *Course Evaluation, Effective Teaching, Followup Studies, *Graduate Surveys, Higher Education, Longitudinal Studies, Statistical Analysis, *Student Evaluation of Teacher Performance, Student Opinion, Student Reaction, *Time Perspective, Validity

The long-term stability of students' evaluations of instructional effectiveness was investigated. The focus was on the extent and nature of realtionships between end-of-term and retrospective ratings. Ratings given by alumni one year after program completion were compared with ratings given by these individuals in 85 undergraduate and graduate business administration classes, subsequent to course completion. Large and statistically significant stability coefficients were obtained between end-of-term and retrospective ratings, based on either individual or class average assessments. Mean differences were statistically significant for all but three of the 11 comparison items, but only one of these differences represented a shift of more than half a rating category. The results provide strong support for the stability of students' evaluations. (Author/SW)

ED 161 464 JC 780 521

Brooks, Suzanne
Gold Creek: Preserving an Environmental Studies Center.
Los Angeles Community Coll. District, Calif. Div. of Educational Planning and Development.
Pub Date-Nov 76
Note-50p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Community Colleges, *Environmental Education, *Facility Improvement, Facility Planning, Field Instruction, *Junior Colleges, *Land Use, Nature Centers, *Outdoor Education, Site Development, Urban Schools
Identifiers-*Outdoor Nature Areas

In response to a Board of Trustees request for information and recommendations concerning the future use of the Gold Creek property owned by the Los Angeles Community College District, this report emphasizes that the use of this site for instructional field experiences enhances the quality of environmental education for the district's diverse metropolitan student body. Included in the report are descriptions of the history and characteristics of the property, the uses of the site, the advantages and limitations of Gold Creek for instructional use, and alternative plans. Disciplines using the property include anthropology, biology, botany, earth science, entomology, environmental science, geology, meteorology, microbiology, natural resources management, and zoology. Recommendations for improvement of the site include the following: (1) the exclusive use of the property as an educational facility by the colleges; (2) graveling the road and parking area and adding sanitary facilities; (3) the assignment of an environmental studies coordinating instructor to develop the property; (4) the undertaking of a study regarding available water supply; (5) the construction of a permanent imstructional facility; and (6) the assignment of an environmental studies center supervisor to maintain the facility. (Author/MB)

Jones, Mary Ann D.
Recommendations for Developing Career Centers.
Los Angeles Community Coll. District, Calif. Div. of Educational Planning and Development.
Pub Date-Jun 77
Note-34p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Career Awareness, Career Choice, Career Exploration, Career Planning, Community Colleges, Directories, Employment Counselors, Facility Planning, *Guidance Centers, Guidance Objectives, *Guidance Programs, Guidance Services, *Junior Colleges, Occupational Guidance, Program Administration, Program Descriptions, *Program Planning, Publicize, Student Personnel Services, *Vocational Counseling

Recommendations are presented for developing career guidance centers in community colleges which would enable their clients to explore, prepare for, select, and progress in an occupation in line with their individual needs, interests, and abilities, and in a job with occupational opportunities. The following areas are outlined: (1) career guidance program objectives; (2) preliminary steps in establishing a center on campus; (3) planning the physical facilities; (4) the improvement of staff, student, and community attitudes toward the program through the dissemination of written objectives to the staff, involvement of the center in other college and community activities, and use of newsletters to update career information; (5) the minimum services required for an effective program; (6) supportive services including placement, work experience, financial aid, and outreach programs; (7) cooperative planning with secondary schools; (8) cooperation with the employment development department; (9) center requirements with respect to staffing, equipment, furnishings, supplies, materials for an occupational library, and test materials; and (10) addresses and descriptions of career planning resource centers in the Los Angeles area. (MB)

Leiner, Marvin

Children Are the Revolution: Day Care in Cuba.

Spons Agency-American Council of Learned Societies, New York, N.Y.; Social Science Research Council, New York, N.Y.; Yale Univ., New Haven, Conn.
Pub Date-74
Note-213p.
Available from-Penguin Books, 625 Madison Avenue, New York, New York 10022 (Paper, $2.95)

Document Not Available from EDRS.

Descriptors-Administrative Organization, *Child Care Workers, Community Involvement, *Day Care Services, Differentiated Staffs, Early Childhood Education, *Educational Philosophy, Foreign Countries, Health Facilities, Nutrition, *Parent School Relationship, *Program Development, *Program Effectiveness, Scheduling, Social Change
Identifiers-*Cuba

This book discusses the educational philosophy, accessibility, administration, staffing and other related aspects of day care services in Cuba. Chapter I identifies three long-term goals which form the philosophical basis of early childhood programs in Cuba: the liberation of Cuban women from the exploitation and chauvinism of the past; the creation of the modern Cuban male (humanistic, altruistic, socially concious); and the consequent economic and social benefits day care offers the community at large (including nutrition, health care, compensatory education, and community and family education). Chapter II focuses on the use of paraprofessional personnel (particularly uneducated teenagers and older housewives) in day care centers. Chapter III describes the origin and evolution of post revolutionary early childhood education. The organization, geographical environment, and curriculum of various types of day care and other early childhood programs are also discussed. Chapter IV describes nutrition and health care facilities for young children and Chapter V analyzes the relationship of the family and the community with the school system. (CM)

ED 161 596 RC 010 837

Intermediate SCDC Spanish Curricula Units. Language Arts, Unit 1, Kits 1-4, Teacher's Guide.

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Spanish Curricula Development Center, Miami Beach, Fla.
Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.
Pub Date-77
Note-339p.; Not available in hard copy due to sideways reading material; For related documents, see RC 010 829-838
Available from-Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752 ($4.00)
Language-Spanish; English
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Bilingual Education, Childrens Literature, *Creative Expression, Elementary Education, Grammar, Instructional Materials, Intermediate Grades, *Language Arts, *Learning Activities, Learning Modules, Reading Instruction, Reading Materials, Sentence Structure, *Spanish Speaking, Speech Skills, *Teaching Guides, Writing Exercises

Reflecting the theme ``our community'', this unit consists of Kits 1-4 which are organized in three sections: reading, language analysis, and creative expression. The reading section includes two readers which contain three poems and five stories dealing with a grandmother's efforts to help support the family, a female pilot who successfully lands a damaged plane, a boy who finally overcomes his problem of not being able to make decisions, an ant colony, and a boy with a harmonica. In the language analysis activities, the child works with phrases, sentences, capital letters, punctuation marks, the letter combinations ``ce'' and ``ci'', the subject and predicate, direct and indirect object, common and proper nouns, plural forms and gender of nouns, the syllables ``ge'' and ``gi'', primitive and derivative nouns, personal pronouns, word syllables, and accent mark in words. Creative expression activities include evaluating paragraphs, writing a paragraph and a story, interpreting non-verbally a story passage, discussing language usage as a publicity technique, writing advertisements, giving a speech to persuade, identifying elements of drama, designing the scenery, making an invitation, and writing a short drama. Teacher instruction for the activities are in Spanish. (NQ)

ED 161 742 SE 025 208

National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Solid Waste.

National Field Research Center Inc., Iowa City, Iowa.

Spons Agency-Environmental Protection Agency, Washington, D. C.

Pub Date-78

Grant-EPA-T-900591

Note-239p.; For related documents, see SE 025 197-211; Photographs may not reproduce well

EDRS Price MF-$0.83 HC-$12.71 Plus Postage.

Descriptors-*Curriculum, Educational Assessment, Engineering, Environmental Education, Graduate Study, *Higher Education, *National Surveys, Postsecondary Education, *Program Descriptions, Science Education, *Sciences, Surveys, *Waste Disposal

Identifiers-*Solid Wastes

Educational programs in solid waste management offered by 16 schools in 9 states were surveyed. These programs represent a sample, only, of the various programs available nationwide. Enrollment and graduate statistics are presented. Overall, 116 full-time and 124 part-time faculty were involved in the programs surveyed. Curricula and sources of research funds and student financial support are discussed. A national solid waste employment profile is presented. (BB)

ED 161 874 SP 013 296

The Teaching Profession in the World of Tomorrow. National Reports on the Theme for 1978 in Their Original Languages.

World Confederation of Organizations of the Teaching Profession, Morges (Switzerland).

Pub Date-78

Note-114p.; Many of these reports are given in English; Proceedings of the World Confederation of Organizations of the Teaching Profession World Assembly of Delegates (XXVII, Jakarta, Indonesia, July 26-August 2, 1978)

Language-French; German; Spanish; Portuguese; Indonesian

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors-Educational Change, Educational Needs, *Educational Planning, Educational Policy, *Foreign Countries, *Futures (of Society), *Teacher Associations, *Teacher Role, *Teaching

Twenty-one organizations representing 19 countries contributed to this compilation by addressing the following questions: What does your organization view as the major educational concerns of tomorrow and the role of the teaching profession related thereto? What is your organization doing to prepare for the anticipated role both in relations with the political and educational authorities and your own members? Specific issues for education and the future are addressed, including: (1) relationship between education and employment; (2) preparation for the transition from school to work and life in society; (3) life-long education; (4) expansion of facilities in the face of economic restraints; (5) teacher education and the complex society of tomorrow; (6) unity within the teaching profession and relations to outside groups; (7) concern for human rights; (8) curriculum and examination systems; (9) relationship of school to higher education; and (10) the school as a part of the educational system. (DS)

Searles, John E. Rizza, Peter J.

Computer Based Education for Developing Educational Systems.

Pub Date-Mar 78
Note-6p.; Paper presented at the Annual Meeting of the Association for the Development of Computer Based Instructional Systems (Dallas, Texas, March 1-4, 1978); For related document, see IR 006 231
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Computer Assisted Instruction, *Developing Nations, *Feasibility Studies, *Instructional Systems, *National Surveys

Generalized conclusions presented in this paper on the use of computer-based education techniques in nations with developing educational systems are based on an 18-month study conducted in Brazil from 1975 to 1977. This study was the first of its kind in Latin America, and the results should be of interest to nationals of developing nations as well as those interested in providing them with technical assistance in the area of computer-based education. (Author/VT)

ED 161 691 SE 025 098

Krause, Richard M.

Research Challenges and Opportunities. Paper from the Conference on Expanding the Role of Women in the Sciences (New York, New York, March 6-8, 1978).

Pub Date-Mar 78
Note-18p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Career Opportunities, *Females, Medical Education, *Research Opportunities, *Science Careers, *Science Education, Science History, Technology, *Womens Education

The author sees the role of women in the sciences expanding due to two factors. First, science and technology remain two rapidly expanding fields, with plenty of room for more participants, both men and women. Second, with anti-intellectualism on the rise, qualified male and female scientists are needed to defend science and to search for knowledge. The paper presents historical information concerning the role of women in science. (MA)

ED 161 316 HE 010 506

Tibby, Edward And Others

What Really Happened to the Class of '75? A College Experience Survey.

Educational Testing Service, Berkeley, Calif.
Spons Agency-College Entrance Examination Board, Denver, Colo.
Pub Date-1 Jun 78
Note-51p.
Available from-College Entrance Examination Board, 2142 South High Street, Denver, CO 80210
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Attendance Patterns, *Attrition (Research Studies), *College Attendance, College Bound Students, College Students, Dropouts, *Enrollment Influences, Followup Studies, *Graduate Surveys, Higher Education, High School Students, School Holding Power, Student Characteristics
Identifiers-Educational Outcomes, Western States

Results are reported from a survey of a random sample of college-bound high school seniors, 1974-75, who took the Scholastic Aptitude Test in the 12 states that comprise the College Board's Western Region. The 935 respondents are grouped for analytic purposes according to their college enrollment history. The four categories of respondents are continuing students, two-year/four-year transfers, other transfers, and dropouts. Institutional and personal variables related to retention and attrition are identified and discussed. Results are compared with those from more extensive studies. (Author/SW)

ED 161 356 HE 010 584

Muffo, John And Others

Equal Pay for Equal Qualifications? A Model for Determining Race or Sex Discrimination in Salaries. AIR Forum Paper 1978.

Pub Date-May 78

Note-16p.; Paper presented at the annual Association for Institutional Research Forum (18th, Houston, Texas, May 21-25, 1978); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-College Faculty, Data Analysis, Data Collection, *Equal Opportunities (Jobs), *Evaluation Methods, Higher Education, Institutional Research, Models, *Racial Discrimination, *Salary Differentials, *Sex Discrimination, *Teacher Salaries

Identifiers-University of Illinois Urbana Champaign

Equal pay for equal work by persons of equal qualifications is the concept behind laws against race and sex discrimination in salaries in the United States. However, determining the existence and extent of discrimination is not a simple matter. A four-step procedure is recommended that attempts to uncover the existence of discrimination and begins to rectify the problem wherever it is found. Major issues associated with the tools and structures employed during each step of the salary equity process are discussed. The model employed by the university of Illinois at Urbana-Champaign is described. It suggests a four-phase process utilizing different types of judgment at each stage and making different sets of demands upon the institution during each of the four phases. The phases include: policy; data collection and analysis; salary adjustment determination; and follow-up and monitoring. (Author/LBH)

ED 161 396 HE 010 630

Morgan, Alistair R.

Student Learning in the Open University The Provision of Diversity in a Distance Education System. AIR Forum Paper 1978.

Pub Date-May 78

Note-21p.; Paper presented at the annual Association for Institutional Research Forum (18th, Houston, Texas, May 21-25, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*College Students, *Course Evaluation, Educational Accountability, *External Degree Programs, Foreign Countries, Higher Education, *Independent Study, Individualized Programs, *Institutional Research, Interviews, Open Enrollment, Research Projects, *Student Centered Curriculum, Student Interests, Student Opinion, Student Projects, Student Teacher Relationship, Surveys, Teacher Role

Identifiers-*Open University (Great Britain)

Project-based learning for students at the Open University, Great Britain, was studied through interviewing and the administration of a questionnaire. Group discussion interviews were conducted with approximately 200 students and individual interviews with about 50 part-time tutors who were responsible for the direct face-to-face contact arranged on a local basis. The large amount of time required for projects and particular problems relating to the nature of a project-based learning are discussed. The questionnarie was sent at the end of the course to a sample of students (4,000) on the 20 courses that contained project activities. The questions were designed to investigate the areas highlighted in the interview data. To clarify the interpretation of results, two courses were examined. Students' perceptions of learning outcomes were also studied to determine the effect of the degree of student control in project-based learning. Both the qualitative and quantitative data reveal the educational value of a more student-centered approach to learning through the provision of project work. The weakening of the frame of teacher control does create problems, which are outlined. Project-based learning provides for a diversity of student study strategy to personalize their learning activities. (SW)

Criteria for Modern School Library Media Programs.

Maryland State Dept. of Education, Baltimore. Div. of Library Development and Services.
Pub Date-78
Note-25p.; Revised edition
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Budgets, Definitions, Facilities, *Guidelines, *Instructional Materials Centers, Library Materials, Library Planning, Library Programs, Library Services, *School Libraries, *School Systems, *State Programs

These guidelines and recommendations for library programs and resources focus on goals, programs, and services for state, district, and individual school levels. The Division of Library Development and Services in the State Department of Education develops all public and school library media programs, while the Office of School Media Services, a section of the Division, guides and directs program development throughout the state. The responsibilities of the office include formulating long-range development plans; providing advisory and consultative services to local school systems, in-service education programs, and effective coordination of library media services; developing standards and guidelines, proposals for needed research in library media services, and coordinated plans and policies with other personnel and agencies to strengthen media services. The local school system provides support and leadership for planning, development, analysis, management, and evaluation of library media programs and services at the school system and individual school level. Staff responsibilities at this level are outlined, along with facilities planning, budgeting, materials, and equipment. An outline of the individual school library media program, which serves students, teachers, and administrators, includes categories of service, staff, materials and equipment, and facilities. (Author/MBR)

Matthews, Bruce E. And Others

Winter Outdoor Education Activities: Snowshoes and Exploring the Winter Environment.

Cortland-Madison Board of Cooperative Educational Services, Cortland, N.Y.
Pub Date-Dec 76
Note-37p.
Available from-Cortland-Madison B.O.C.E.S. Outdoor Education Program, Clinton Street Extension, Cortland, New York 13045 ($1.00)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Activities, Art, Construction (Process), *Elementary Education, Equipment Maintenance, History, Illustrations, *Interdisciplinary Approach, Language Arts, *Lesson Plans, Mathematics, *Outdoor Education, Physical Education, *Resource Materials, Sciences, Social Studies
Identifiers-*Snowshoeing

Designed as a resource base upon which elementary school educators can build outdoor learning experiences, this resource packet contains a basic, multidisciplinary snowshoeing lesson plan, pre- and post-trip suggestions, and suggestions for further winter outdoor study on snowshoes. Specifically, there are narratives and illustrations addressed at the following: introduction (brief); the history of snowshoes (1 page); pre-trip suggestions including activities in social studies, language arts, art, science, and math; the snowshoe lesson itself (orientation and history; snowshoe construction; snowshoe types and uses; care of snowshoes; how to put on snowshoes, going outside; actually using snowshoes; and snowshoe activities running, walking, hikes, etc.); post-trip followup activities in social studies, language arts, art, science, math, and physical education; discussion of how body heat is lost; discussion on how to dress; discussion of the types and uses of snowshoes and snowshoe care and maintenance; discussion on how to make snowshoes; additional snowshoe activities; how to preserve snowshoe tracks; how to make paper snowflakes; how to make permanent replicas of snowflakes and other frozen crystal structures; how to construct snow buildings; discussion of winter birds; and special tips for the teacher. (JC)

ED 161 614 RC 010 896

SCDC Spanish Curricula Units. Fine Arts, Unit 10, Grade 3, Supplement & Ditto Packet.

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Spanish Curricula Development Center, Miami Beach, Fla.
Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.
Pub Date-77
Note-146p.; Not available in hard copy due to sideways reading material; For related document, see RC 010 895
Available from-Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752 (Order No. 277-8, $2.50)
Language-Spanish; English
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Bilingual Education, Childrens Literature, Cultural Education, *Fine Arts, Grade 3, Instructional Aids, Instructional Materials, Learning Activities, Music Activities, *Music Education, Primary Education, Singing, *Spanish, Student Evaluation, *Visual Aids, *Worksheets
Identifiers-Ditto Masters, Song Books

Four song books for pupils, a supplement of instructional aids, and a ditto packet make up the support materials for unit 10 of the bilingual fine arts strand developed for the third grade. Instructional aids for kits 37-40 are designed to help the teacher present instructional and assessment activities in the teacher's guide for the unit; ditto masters are for making multiple copies of visuals and individual seatwork sheets for students. The four small song books, totally in Spanish, have color illustrations to accompany the words, music, and guitar chords for each song. Visuals pertain to note values, rhythm, note position, a biographical study of Robert Schumann, the musical story of The Singers of Bremen,'' and syncopation. The ditto packet contains worksheets for assessment activities. These worksheets are to be presented under supervision rather than presented as independent tasks. All classroom materials are in Spanish, and the timetable for when they are to be used appears in the teaching guide. (RS)

SCDC Spanish Curricula Units. Spanish SL Strand, Unit 7, Grade 3, Teacher's Guide Multi-Ethnic Edition.

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Spanish Curricula Development Center, Miami Beach, Fla.
Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.
Pub Date-76
Note-341p.; Not available in hard copy due to sideways reading material; For related document, see RC 010 940
Available from-Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752 (Order No. 229-8, $5.00)
Language-Spanish; English
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Bilingual Education, Communicative Competence (Languages), Community Characteristics, Decoding (Reading), Grade 3, Grammar, Instructional Materials, *Language Arts, Language Experience Approach, *Learning Activities, Learning Modules, Primary Education, Reading Instruction, *Second Language Learning, *Spanish, Speech Skills, Spiral Curriculum, Student Evaluation, *Teaching Guides, Verbs, Vocabulary Development
Identifiers-*Spanish (Second Language)

Learning and assessment activities centered around the extended community are contained in this teacher's guide to unit seven of the Spanish as a Second Language strand for grade three. The curriculum provides the English-dominant child with structures and vocabulary for effective communication in a bilingual environment. Activities in kits 25-28 help the student build concepts in his new language through formal and informal language experiences, while addressing key questions of the elements, wants and needs, change occurrence, and results of change. Focus, objective, and materials for each activity are listed in English and Spanish; detailed teacher instructions are in Spanish only. Kits cover community elements, neighborhood descriptions, transportation, telling time by the half hour, descriptive words, contrast of preterit and imperfect, community resources, ordinal numbers, direct object pronoun in the reflexive, geometric figures, reading, songs, verb forms, vocabulary and structures review, riddles, new colors, reflexive and negative commands, and story reading. The guide includes vocabulary lists and testing activities. (RS)

Computer Science: A Dissertation Bibliography.

Pub Date- 78
Note-96p.; For related documents, see SE 024 926-931; Not available in hard copy due to marginal legibility of original document
Available from-University Microfilms International, 300 N. Zeeb Road, Ann Arbor, Michigan 48106 (free)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Bibliographies, Catalogs, *Computer Science, *Doctoral Theses, *Information Sources, Microfilm, Publications, *Reference Materials

Over 6,300 doctoral dissertation titles relevant to the study of computer and information sciences are cited in this publication. Titles cover the full range of computer and information sciences activities including: (1) automatic theory; (2) modeling; (3) operations research; (4) programming; (5) hardware design; (6) logic elements; and (7) data processing. Entries are listed alphabetically by author, and include author, full title, degree earned, school name, date of degree, number of text pages, citation to Dissertation Abstracts International (volume/issue/page number), and the order number for purchasing the full-text reproduction. In addition to the dissertations cited, there is a title collection of masters theses abstracted in Masters Abstracts, Volumes I-XII, 1962-1974. These titles are arranged under several subject headings and appear at the end of this catalog. (Author/MA)

ED 161 718 SE 025 182

Page, Lou Williams Page, Thornton

Apollo-Soyuz Pamphlet No. 2: X-Rays, Gamma-Rays. Apollo-Soyuz Experiments in Space.

National Aeronautics and Space Administration, Washington, D.C.
Report No.-NASA-EP-134
Pub Date-Oct 77
Note-71p.; For related documents, see SE 025 181-189 ; Marginally legible in parts due to small print; Photographs will not reproduce clearly.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 033-800-00688-8; Available in sets only - $10.00)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Aerospace Education, College Science, Earth Science, Higher Education, *Instructional Materials, *Learning Activities, *Physics, *Science Education, Secondary Education, Secondary School Science, Space Sciences, *Supplementary Textbooks
Identifiers-National Aeronautics and Space Administration

This booklet is the second in a series of nine that describe the Apollo-Soyuz mission and experiments. This set is designed as a curriculum supplement for high school and college teachers, supervisors, curriculum specialists, textbook writers, and the general public. These booklets provide sources of ideas, examples of the scientific method, references to standard textbooks, and descriptions of the space experiments. There are numerous illustrations, as well as questions for discussion (with answers) and a glossary of terms. College and high school teachers nationwide have reviewed the series. This particular booklet discusses high-energy radiation, X-ray and gamma-ray sources in space, X-ray spectra of cosmic sources, and gamma-ray detectors and nuclear reactors in a spacecraft. (MA)

A Manpower Policy for Primary Health Care: Report of a Study.

Institute of Medicine (NAS), Washington, D.C.
Spons Agency-Kellogg Foundation, Battle Creek, Mich.; Robert Wood Johnson Foundation, New Brunswick, N.J.
Report No.-IOM-Pub-78-02
Pub Date-May 78
Note-111p.; Not available in hard copy due to copyright restrictions
Available from-National Academy of Sciences, Printing and Publishing Office, 2101 Constitution Ave., Washington, D.C. 20418 ($6.25)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Health, *Manpower Development, Medical Education, *Medical Services, *Medicine, Nursing, *Primary Health Care, *Research, Science Education, Scientific Manpower

This report presents the conclusions of a study begun in 1975 to examine the place of primary care in the United State's health care system, and, particularly, the roles of different categories of primary care professionals. The report contains: (1) an introduction and summary; (2) a definition of primary care indicating its functions, distinctive characteristics, background information, and policy alternatives; and (3) proposed recommendations affecting the supply, distribution, practice arrangements, education, and credentialing of primary care practitioners. Appropriate time periods and responsible groups are suggested for the implementation of each of the 20 recommendations. (Author/BB)

ED 161 788 SO 011 248

Carliner, Geoffrey
Final Report. Ethnic Minorities in American Labor Markets.
Wright Inst., Berkeley, Calif.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Oct 77
Grant-NIE-G-74-0090
Note-191p.; Not available in hard copy from EDRS due to poor reproducibility of original document and uneven type density
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Academic Achievement, American Indians, Blacks, Chinese Americans, Comparative Analysis, Cubans, Economic Disadvantagement, Economic Opportunities, *Economic Status, Educational Needs, *Ethnic Groups, *Females, Filipino Americans, Immigrants, *Income, Japanese Americans, *Labor Market, Low Income Groups, *Males, Mexican Americans, Puerto Ricans, Racial Differences, Racial Discrimination, Remedial Programs, Sex Discrimination, Social Science Research, Statistical Analysis, Summative Evaluation, Tables (Data)

The document presents an analysis of the economic status of certain minority groups in the United States. The groups include Blacks, American Indians, Chicanos, Puerto Ricans, Cubans, Japanese, Chinese, and Filipinos. Specifically, the document examines differences in female labor supply, female occupational status, and male earnings among the groups. The document is presented in six chapters. Chapter I summarizes findings of the study. Findings indicated that only half of the very large differences in female labor supply can be explained by differences in group characteristics; effects of education vary greatly among the nine groups; immigrants earn far less than natives when they first arrive but their position improves rapidly during their own lifetime; and children of immigrants earn more than the children of natives. Chapter II presents brief descriptions of the minority groups based on the 1970 population census. Information is presented for each group on periods of immigration, educational attainment, marital status, family size, labor force participation rates, unemployment rates, median income, and occupational status. Chapter III analyzes female labor supply. Chapters IV and V compare occupational achievement among males and females in the ethnic groups. Findings indicated that low occupational achievement results from low quality of education and labor market discrimination. Chapter VI examines differences in annual male earnings among recent immigrants, earlier immigrants, second-generation workers, and natives. (DB)

ED 161 807 SO 011 283

McTeer, J. Hugh

Differences in Students' Interest toward Five Areas of the Social Studies.

Pub Date- 78
Note-11p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-American Government (Course), Economics, Geography, History, *Intellectual Disciplines, Psychology, Secondary Education, Seniors, *Social Studies, Sociology, *State Surveys, *Student Attitudes, Student Interests, *Student Opinion
Identifiers-*Georgia

This is a study of high school students' attitudes and interest toward five areas of social studies: economics, geography, government, history, and psychology/sociology. Two thousand ninety-two high school seniors in 18 high schools in northwestern Georgia completed a survey form and indicated the social studies areas they liked best and least. The largest number of students (39%) rated history as the most-liked course. The authors believe that this is due to the fact that the majority of social studies teachers in northwestern Georgia have majored in history and therefore have greater confidence, security, and enthusiasm in teaching this area. It is interesting to note, however, that 21% of the students selected history as the least-liked subject. The behavioral science area of psychology/sociology was the second most-liked area. Because of the "now and here" orientation of this area, students saw it as very relevant to their lives. The lowest number of students (12%) rated psychology/sociology as being the least-liked area. Students seemed to be somewhat neutral toward the areas of government and economics. Geography was the social studies area that most students liked least. (Author/RM)

Ramist, Leonard
Admissions-Yield and Persistence Analysis. AIR Forum Paper 1978.
Pub Date-May 78
Note-25p.; Paper presented at the annual Association for Institutional Research Forum (18th, Houston, Texas, May 21-25, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Achievement Rating, Cohort Analysis, *College Admission, College Bound Students, College Choice, *College Entrance Examinations, Demography, Dropout Rate, *Educational Demand, Educational Interest, *Enrollment Rate, Grades (Scholastic), Higher Education, Institutional Characteristics, School Size, Socioeconomic Background, Statistical Data, Student Ability, *Student Application, *Student Characteristics
Identifiers-Admissions Test Program, *Selectivity

Data from the college Board's Admissions Test Program (ATP) Summary Reports are used to analyze the student market attraction for ATP report designations, the application rate, the acceptance rate, the enrollment yield, and the dropout rate for 254 different student groups for 251 colleges. Student groups are defined in terms of their College Board test scores and self-reported high school record, socioeconomic characteristics, college plans, and skills and abilities. The results are aggregated by classifications based on the colleges' academic selectivity level, their size, and the proportions of their students that are from their state and their region. (Author)

Olivier, W. P. Scott, G. F.

Strategies for Production and Dissemination of CAI.

Pub Date-Mar 78
Note-11p.; Paper presented at the Annual Meeting of the Association for the Development of Computer Based Instructional Systems (Dallas, Texas, March 1-4, 1978); For related document, see IR 006 231
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Change Strategies, Community Colleges, *Computer Assisted Instruction, *Information Dissemination, *Instructional Design, *Instructional Innovation, Interinstitutional Cooperation, Research and Development Centers
Identifiers-*Instructional Development, *Ontario Institute for Studies in Education

The Individualization Project at the Ontario Institute for Studies in Education (OISE) was organized on a cooperative basis with a federal agency and several community colleges. The main design goals were to produce needed courseware, move smoothly from research and development to a production mode of operation, and to emphasize dissemination of courseware and systems. Since its inception, the project has grown into a national, multi-processor network with distributed network control computers serving over 10,000 students per year. This project is described under the following headings: project organization, courseware development assumptions (including dissemination strategies), technical assumptions, and growth patterns. (VT)

ED 161 503 JC 780 584

Silver, Jane H.
A Model for a Human Potential Seminar in a Small, Private Junior College.
Pub Date-20 Nov 78
Note-38p.; Ed. D. Practicum, Nova University
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Community Colleges, Course Content, Course Evaluation, Course Objectives, *Credit Courses, Curriculum Guides, *Guidance Counseling, Guidance Objectives, *Individual Development, *Junior Colleges, Literature Reviews, Private Colleges, Self Actualization, Self Concept, Small Colleges, *Student Adjustment, Student Interests, Student Projects, Study Habits

Based on the academic improvement of a sample group of students who participated in a loosely structured human potential seminar, a syllabus was prepared for future seminars at North Greenville College, a small, private, church-related community college in South Carolina. The following thematic objectives were used for the course: learning to work in groups; self-understanding and personal goal setting; personal values clarification; planning for the world of work; development of listening, communication, and study skills; and long-term goal setting. Due to limited staff resources, 15 students was the suggested size for the 15-week, three hours per week seminar. The Brown-Holtzman Survey of Study Habits and Attitudes, the Tennessee Self-Concept Scale, and the Strong-Campbell Interest Inventory were used to provide feedback on students' self-understanding and interests, and to evaluate their study habits. A reading list was developed, audio-visual materials suggested, and an evaluation form compiled. As an attempt to encourage seminar participants to communicate with the facilitator in a personal manner, a journal system was devised. A literature review and bibliography are included, and an appendix contains the class schedule of topics, organization of the student journal, a list of suggested student readings, and a course evaluation form. (MB)

ED 161 522 PS 010 123

Gotts, Edward E., Ed.

Parent's Notebook.

Appalachia Educational Lab., Charleston, W. Va.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Aug 77

Note-76p.; For abstracts to other documents in this kit, see PS 010 122 and PS 010 124

Available from-Human Sciences Press, 72 Fifth Avenue, New York, New York 10011 (Paper, $3.95; complete set of three books in Home Visitor's Kit,'' $19.95)

Document Not Available from EDRS.

Descriptors-Child Development, Childrens Games, *Early Childhood Education, *Home Instruction, Instructional Materials, *Learning Activities, Parent Child Relationship, *Parent Education, *Parent Role, Poetry, *Preschool Programs, Resource Materials, Story Telling, Teaching Guides

Identifiers-Home Oriented Preschool Education Program

This parent resource manual was developed for use in home-based preschool programs and is part of a learning package which instructs prospective family workers, family worker trainers, and parents in the entry level skills, knowledge, and orientations needed to provide children from birth through 8 years of age with school oriented learning skills. (The training kit consists of 3 booklets: (1) the Home Visitor Trainer's Notebook; (2) the Parent's Notebook; and (3) the Home Visitor's Resource Materials.) The Parent's Notebook provides specific information about the parent's role in the program as primary instructor of his or her child, answers written questions on child development and growth, shows examples of learning materials (such as stories, poems, games, and songs) that parents can use and lists helpful books and pamphlets. (Author/SE)

ED 161 541 PS 010 193

Hofmeister, Alan
The Parent is a Teacher.
Utah State Univ., Logan. Faculty Association.
Pub Date-77
Note-23p.; Paper presented at the Annual Faculty Honor Lecture in the Humanities (56th, Logan, Utah, 1977)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Exceptional Child Research, *Handicapped Children, *Parent Education, *Parent Participation, *Parent School Relationship, *Parent Student Relationship, Parent Teacher Cooperation, *Program Descriptions, Program Development, Program Validation, Skill Development, Teaching Methods

This paper advocates parent participation in the direct instruction of their children, and briefly summarizes research on developing and validating a technology for effective parent involvement conducted at the Utah State University Exceptional Child Center. The research involved interactions with more than 600 families and explored a variety of intervention vehicles and instructional procedures aimed at providing the parent with skills to facilitate the development of social, academic and self-care behavior in their children. Some studies dealt with seriously handicapped children and others with children who had relatively minor deficiencies in basic academic skills. A brief review of the techniques used to support parents' instructional efforts includes studies involving: (1) parents as supporters of school instruction; (2) parents as home tutors; and (3) the development and validation of a service delivery model (Project TELEPAC) for severely and multiply handicapped homebound children in remote rural areas. Descriptions of parent priorities and interests pertaining to the programs, school role and teacher reactions, reactions of school administrators to parent involvement, and suggestions on designing parent programs are included. Parent packages developed by Utah State University and suggestions on how to identify areas for parent involvement are listed. (CM)

ED 161 631 RC 010 913

SCDC Spanish Curricula Units. Spanish SL, Unit 6, Grade 2, Teacher's Guide.

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Spanish Curricula Development Center, Miami Beach, Fla.
Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.
Pub Date-77
Note-382p.; Not available in hard copy due to sideways reading material; For related document, see RC 010 914
Available from-Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752 (Order No. 211-5, $5.00; readers $0.25 each)
Language-Spanish; English
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Bilingual Education, Childrens Literature, Comprehension, Creative Dramatics, Decoding (Reading), Grade 2, Grammar, Instructional Materials, *Language Arts, Language Experience Approach, Language Skills, *Learning Activities, Learning Modules, Primary Education, Reading Instruction, Reading Skills, *Second Language Learning, Sentence Structure, *Spanish, Spanish Speaking, Speech Skills, Spiral Curriculum, Student Evaluation, *Teaching Guides, Vocabulary Development
Identifiers-*Spanish (Second Language)

Spanish for second graders is explored in the instructional and assessment activities of the unit six Spanish as a Second Language strand. The function of the strand is to help provide the English-dominant child with the structures and vocabulary needed for effective communication in a bilingual environment. Focus, objective, and materials for each activity are in Spanish and English, with teacher instructions only in Spanish. Comprehension and interpretation skills are developed with the two small readers, Llegan del Campo'' and En El Camino.'' Spanish words and concepts explored in the four kits of this unit include possessive expressions, the negative imperative, the use of the pronoun as a direct object, the expressions es menor que'' and es mejor que'' and such words as tambien'', tampoco'', alguien'', nadie'', algo'', and nada''. Oral stories, poems, songs, role playing situations, riddles, the game of Simon Says'' and class discussions are some of the instructional activities described. This unit is oriented toward the basic theme of the neighborhood as a community. Assessment activities for each kit measure knowledge or skills acquired in the instructional activities and indicate areas in need of reinforcement. (DS)

Jarvis, John J. Papaconstadopoulos, Chris

A Methodology for Designing High Level Computer Input Systems for Mathematical Programming Models. Industrial and Systems Engineering Report Series No. J-78-16.

Georgia Inst. of Tech., Atlanta. School of Industrial and Systems Engineering.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-May 78

Note-45p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Computer Programs, *Computers, *Linear Programing, *Mathematical Applications, *Operations Research, Post Secondary Education, *Programing, Systems Development

Developed and demonstrated here is the design of interface systems for cost-effective communication of the user with the computerized operations research procedures. The concentration is in the area of interfacing methods for implementing the optimization techniques of mathematical programing. Emphasis is given to flexibility of accessing the algorithm, cost-effectiveness, and pedagogical or self-teaching aspects of the interface systems. Methods which take advantage of the characteristics of the input model, for soliciting, storing, and analyzing the input information, are investigated. Concepts in higher level interfacing systems are also explored. Linear programing is the vehicle for experimental development of interface systems. The results are applicable to other mathematical programing procedures. (Author/MP)

ED 161 826 SO 011 321

Manno, Bruno V.

Why Parental Involvement?

Pub Date-28 Mar 78

Note-24p.; Address given at the General Session of the National Forum of Catholic Parent Organizations (NFCPO) of the National Catholic Educational Association (St. Louis, Missouri, March 28, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Adult Education, Beliefs, *Catholic Educators, Catholic Parents, Child Development, Community Organizations, Cultural Pluralism, *Educational Objectives, Educational Philosophy, Elementary Secondary Education, Ethnic Groups, *Family Role, Parent Child Relationship, *Parent Participation, *Parent Role, Philosophy, Research Needs, Social Change, *Values

Analysis of values, values transmission, human development, and Catholic social theory can increase effectiveness of parental involvement in Catholic education. Values are interpreted to include fundamental criteria which give meaning and order to life. Although values are transmitted by numerous sources including the family, social groups, religious institutions, and schools, religious and secular research indicates that parents are the primary educators of their children. Catholic parents will be more effective as values transmitters if they familiarize themselves with Catholic social theory and with values research. Catholic social theory stresses the need for organizations of Catholic parents to work closely with religious education programs. Secular research organizations provide information about values transmission from the perspective of modern social science. Parents must also realize that participation in their childrens' education will change as their children develop from total dependence at birth to relative independence at maturity. The conclusion is that Catholic parents can become more effectively involved in education if they form coalitions with like-minded parents and community members, encourage plurality of thought and action within coalitions, familiarize themselves with Catholic social thought, and become informed about values research. (DB)

Donnelly, Joseph E. And Others
The Relationship Between Biorhythms and Human Performance.
Pub Date- 77
Note-18p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Athletes, Athletics, *Biological Influences, Human Body, Motor Reactions, *Performance Factors, Physical Education, *Psychological Patterns
Identifiers-*Biorhythm Theory

The purpose of this investigation was to determine if relationship existed between biorhythms and human performance. The subjects were volunteers from varsity athletic teams and physical education general program classes. Data from varsity athletes were collected from official results of varsity participation and from laboratory testing with the general program subjects. The laboratory testings utilized were choice hand reaction time and whole body movement and performance time. Biorhythms were calculated with the aid of a computer and compared to the performance scores of each subject. Each cycle was analyzed for differences between the positive versus negative phase and critical versus noncritical periods. Analysis for interacton was completed between three cycles intellectual, emotional, and physical. It was concluded that until supportive evidence is presented, the biorhythm theory serves no value to coach, instructor, or behavioral scientist in predicting fluctuations in human performance. (Authors/JD)

ED 161 484 JC 780 563

Parsons, Michael H.

Part-Time Faculty: A Statewide Model for Development.

Pub Date-17 Nov 78

Note-14p.; Paper presented at the Northeast Regional Conference of the National Council for Staff, Program and Organizational Development (Mt. Laurel, New Jersey, November 17, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Behavioral Objectives, Community Colleges, *Faculty Development, Inservice Teacher Education, Instructional Improvement, *Junior Colleges, Participant Satisfaction, *Part Time Teachers, Questionnaires, *Statewide Planning, Student Motivation, Surveys, Teacher Attitudes, Teacher Improvement, *Teacher Workshops, Teaching Methods

Identifiers-Maryland

The staff development program for part-time teachers, designed and first implemented at Hagerstown Junior College (Maryland), became the basis of a model for a statewide program in June 1978. The goal of the program, which consisted of an interest inventory and workshops focusing on the teachers' five greatest concerns as revealed by the inventory, was to meet the needs of the part-time teachers in a limited time using instructors whose expertise had credibility. The interest inventory, which sought to identify the topics judged to be central to the teaching-learning process, and which asked for a ranking of topics of greatest concern and about willingness to participate in a workshop, was returned by half of the 400 part-time teachers at the 17 Maryland community colleges. Workshop topics were developing performance objectives, developing effective lecture techniques, increasing student motivation, diagnosing teaching-learning problems, and using group process skills in the classroom. To facilitate dissemination of the results of the workshops, the sessions were videotaped for use on individual campuses as a basis for initiating staff development activity. Though workshop participant evaluations were positive, an assessment of the over-all impact of the model will include evaluations from those using the tapes. Appendices contain the interest inventory, workshop agenda, and workshop evaluation summary. (MB)

ED 161 743 SE 025 209

National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Wastewater I (Single Degree Programs).

National Field Research Center Inc., Iowa City, Iowa.
Spons Agency-Environmental Protection Agency, Washington, D. C.
Pub Date-78
Grant-EPA-T-900591
Note-339p.; For related documents, see SE 025 197-211; Photographs may not reproduce well
EDRS Price MF-$0.83 HC-$18.07 Plus Postage.
Descriptors-Curriculum, Engineering, Environmental Education, Graduate Study, *Higher Education, *National Surveys, Pollution, *Postsecondary Education, *Program Descriptions, Science Education, Sciences, Waste Disposal, *Water Pollution Control, Water Resources
Identifiers-*Waste Water Treatment

This report, together with volume II, (multiple degree programs), detail 105 post-secondary wastewater treatment programs from 33 states. These programs represent a sample, only, of the various programs available nationwide. Enrollment and graduate statistics are presented. The total number of faculty involved in all the programs surveyed was 1,106; full-time faculty comprised 73 percent of this. Curricula, sources of research funds, and student financial support are presented. A wastewater employment profile is included. (BB)

ED 161 875 SP 013 341

Elfenbein, Iris M.

Participant, Instructor, Planner: Perspectives on the Teacher's Role in Inservice Education.

ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Dec 78
Note-33p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Definitions, *Inservice Programs, *Inservice Teacher Education, *Interviews, Program Development, Staff Improvement, *Teacher Attitudes, Teacher Participation, *Teacher Role

In an attempt to determine the attitudes of teachers toward inservice education and the roles teachers play in it, this paper records the personal perspectives of a small group of teachers, reflects these views against the literature, and indicates some possible directions. Conceptual and operational defnitions of inservice education are provided, and teacher opinions on the following topics are presented and reviewed: (1) conceptual program models; (2) incentives and participation; (3) planning and implementation; (4) staffing; (5) evaluation; (6) research; and (7) funding. A bibliography is also included. (DS)

ED 161 317 HE 010 507

Ekstrom, Ruth B.

Concerns of Women in Educational Research and Development at Three Stages of Professional Development: Student Years, Early Postdoctoral Years, and Intermediate Professional Years. Research Memorandum.

Educational Testing Service, Princeton, N.J.

Report No.-ETS-RM-78-4

Pub Date-Jul 78

Note-46p.; Paper presented for the Planning Conference for the Women's Component of the NIE Program to Increase the Participation of Minorities and Women in Education Knowledge Production and Utilization (Washington, D.C. May 26-27, 1977). Revised Spring 1978; for related document see HE 010 506

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Admission Criteria, Career Opportunities, College Students, *College Teachers, *Educational Opportunities, Expectation, Faculty Promotion, *Females, Higher Education, Professional Training, Promotion (Occupational), *Research Opportunities, *Sex Discrimination, Sex Stereotypes, *Women Professors

Identifiers-*Professional Development

Some of the problems that exist for women in educational research and development and ways in which better opportunities for advanced levels of training and job advancement could be provided are described. Three stages of women's professional development are considered: the student years, the early postdoctoral years (one-to-five years after the degree), and the intermediate professional years. Problems related to the selection of women to graduate programs for training in educational research and development include: specific prerequisite course requirements; institutional requirements such as limiting financial aid to full-time students; differential expectations that are held for females and males by educational research faculty members serving on interview and review committees; and women's low expectations for their own careers. Both in the formal training in the classroom and in the informal interactions with other students and faculty, the woman student meets obstacles to her professional development. There is evidence to suggest that males are more often trained as research assistants while females are trained as teaching assistants. Problems faced by most women in the early postdoctoral years include the lack of postdoctoral training programs or internships for women in educational research, finding the initial postdoctoral job, and developing the professional skills that the job requires. Among the problems encountered by women faculty in the intermediate professional years are developing new skills, such as administration and budgeting; keeping up-to-date in areas of special research interests; and being evaluated for tenure, promotion, or a new position. (SW)

Elliott, T. Michael

An Experience in Financial Health Analysis in Higher Education. AIR Forum Paper 1978.

Pub Date-May 78
Note-21p.; Paper presented at the annual Association for Institutional Research Forum (18th, Houston, Texas, May 21-25, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Church Related Colleges, Church Role, Data Analysis, *Educational Finance, *Financial Needs, Financial Support, Higher Education, Institutional Research, *Needs Assessment, Research Projects
Identifiers-*United Methodist Church

A two and one-half year financial health analysis study was conducted of the involvement of the United Methodist Church in higher education through its more than 100 related colleges. A description is provided of the approach to identifying the following information: institutions likely to survive with or without any help or policy changes from the church; institutions in trouble but who might be helped by policies that could include financial support; and institutions whose chances of survival appear hopeless. Exploratory data analyses included using the dot matrix approach, cluster analysis, and principle components analysis. The adopted scheme made it possible to indicate relative positions across multiple indicators in a single score value. Fourteen indicators were chosen and categorized into variables that were logically related to short-term and long-term issues. The development and analysis of the scale are described, and the results are presented in a six and one-half page statistical table. (SW)

ED 161 377 HE 010 610

Baites, Kenneth G. Hendrix, Vernon L.

A Methodology for Data Structure Assessment in Higher Education Administration. AIR Forum Paper 1978.

Minnesota Univ., Minneapolis.

Pub Date-May 78

Note-16p.; Paper presented at the annual Association for Institutional Research Forum (18th, Houston, Texas, May 21-25, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Cluster Analysis, *Data Analysis, *Data Bases, Data Collection, Data Processing, Educational Administration, Grouping Procedures, Higher Education, *Information Needs, *Management Information Systems, Methods, Models, *University Administration

Two recent developments in management information system technology and higher education administration have brought about the need for this study, designed to develop a methodology for revealing a relational model of the data base that administrators are operating from currently or would like to be able to operate from in the future. Administrations of higher education have been forced to rely more heavily on information systems to respond to the demands for accountability and allocations of limited resources. Information systems technology through the advent of data base management systems is able to be more responsive to administrative information needs, provided the relationships within the data required by administrators is known. The analysis, conducted at the University of Minnesota, consisted of testing several data grouping techniques including four hierarchical clustering methods, factor analysis, and observation of summary matrices on the data. Complete linkage and average linkage cluster analysis provided what appeared to be the most reliable groupings of the entities and were applied to the data. The methodology does reveal the relationships that respondents perceive to be in the data. The methodology as it was tested was effective as an aid to the data base designer in establishing a relational model of the data base. (Author/JMD)

ED 161 465 JC 780 525

Koltai, Leslie

State of the District.

Los Angeles Community Coll. District, Calif.
Pub Date-7 Jul 76
Note-37p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Annual Reports, College Role, Community Colleges, *Educational Administration, *Educational Development, Educational Improvement, Educational Objectives, Educational Planning, Educational Research, *Junior Colleges, *Multicampus Districts, Program Development
Identifiers-*California (Los Angeles County)

This report outlines the state of the Los Angeles Community College District for 1975-76 with projected goals for 1976-77. Activities for 1975-76 are discussed in the following areas: (1) district vitality with respect to increased community participation in programs; new and continuing construction; cooperation with local, state, and federal agencies; commission on new dimensions; and the improved master planning process; (2) enlarging the scope of inquiry in relation to refining research techniques; educational accountability; future direction of Los Angeles Trade-Technical College; establishment of Los Angeles Airport College Center; and regional planning efforts; (3) improving educational processes including student services for senior adults and women; recreation and bicentennial programs; and a faculty grants program; and (4) meeting new challenges by strengthening commitment to vocational education; providing improved computer services; maintaining effective relationships with faculty and staff; meeting new administrative responsibilities; seeking new opportunities for inter-agency cooperation; and re-evaluating vocational education vis-a-vis other educational institutions. Goals for 1976-77 are presented in the following areas: improving quality control, expanding staff development, recognizing consumerism in education, and developing new strategies for old challenges. (MB)

ED 161 561 PS 010 242

Landsberger, Betty H.

An Epidemiological Study of School Achievement: Implications for Theory and Research.

Pub Date-Oct 78

Note-28p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Academic Achievement, Elementary School Students, High Achievers, Kindergarten Children, Longitudinal Studies, Low Achievers, *Primary Education, *Racial Differences, *Sex Differences, *Stress Variables

This epidemiological study investigates the question of whether there are sex-race group differences in factors responsible for school achievement in the early grades. Approximately 350 children enrolled in 18 schools were measured at the beginning of kindergarten and end of the 3rd grade for cognitive ability, social-emotional characteristics and school achievement. When the sex-race groups were examined separately, it was found that the white female group performed best at the end of the 3rd grade in all areas. Performance levels decreased in this order: white females, white males, black females, black males. Results of correlational and multiple regression analyses reported in this study indicate several differences among the sex-race groups. Cognitive ability appears to account for more of the variance in reading achievement for whites than for blacks. Home background and other factors measured at kindergarten entrance are related to achievement, ability and social maturity at the end of 3rd grade only for the white males. Implications of the findings for theory of school achievement and for research are presented. The relation of school achievement to later health differences among the groups studied is also discussed. The advisability of separate sex-race group analysis before making conclusions for the total group is indicated. (Author/RH)

ED 161 597 RC 010 838

Intermediate SCDC Spanish Curricula Units. Language Arts, Unit 1, Kits 1-4, Supplement & Ditto Packet.

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Spanish Curricula Development Center, Miami Beach, Fla.
Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.
Pub Date-77
Note-323p.; Not available in hard copy due to sideways reading material; For related documents, see RC 010 829-838
Available from-Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752 ($4.00, readers $0.35 each)
Language-Spanish; English
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Bilingual Education, Childrens Literature, *Creative Expression, Elementary Education, Grammar, Instructional Materials, Intermediate Grades, *Language Arts, *Learning Activities, Reading Materials, Sentence Structure, Spanish Speaking, *Visual Aids, *Worksheets, Writing Exercises
Identifiers-Ditto Masters

Intended to facilitate the implementation of the activities suggested in the corresponding teacher's guide, this revised supplement and ditto packet contains visual aids and originals from which ditto masters may be made for duplicating multiple copies. The teacher's guide gives the timetable for when these materials are to be used. The illustrations are provided to help stimulate oral language and conceptual development. Some of them are designed to be cut out for manipulation with small groups and individuals, while others are full size to be left intact. By and large the worksheets are to be presented under supervision rather than as independent tasks. These visual aids include pictures to illustrate stories and new words; the worksheets include activities for teaching sentence structure, phrases, word meaning, different kinds of sentences, the letter combinations ce'' and ci'', the letters b'' and v'', syllables, poem writing, personal pronouns, common and proper nouns, and plural forms of nouns. All language appearing on materials to be used in the classroom are in Spanish, with introductions to the supplement and ditto packet in both Spanish and English. The two readers to be used with the unit are included. (NQ)

ED 161 669 SE 024 931

Computer Science: A Dissertation Bibliography - Supplement One.

Pub Date- 78
Note-80p.; For related documents, see SE 024 926-930; Not available in hard copy due to marginal legibility of original document
Available from-University Microfilms International, 300 N. Zeeb Road, Ann Arbor, Michigan 48106 (free)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Bibliographies, Catalogs, *Computer Science, *Doctoral Theses, *Information Sources, Microfilm, Publications, *Reference Materials

This bibliography lists 916 selected doctoral dissertations and 49 selected masters theses written from 1975-1977 at accredited North American universities on topics in various areas of computer hardware and software, and information science and documentation. This work supplements an earlier bibliography published by University Microfilms International (UMI) in 1977. The bibliography provides both Keyword and Author Index. Full information is given for each entry. (Author/MA)

ED 161 719 SE 025 183

Page, Lou Williams Page, Thornton
Apollo-Soyuz Pamphlet No. 3: Sun, Stars, In Between. Apollo-Soyuz Experiments in Space.
National Aeronautics and Space Administration, Washington, D.C.
Report No.-NASA-EP-135
Pub Date-Oct 77
Note-63p.; For related documents, see SE 025 181-189 ; Marginally legible in parts due to small print; Photographs will not reproduce clearly
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 033-800-00688-8; Available in sets only - $10.00)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Astronomy, College Science, Earth Science, Higher Education, *Instructional Materials, *Learning Activities, Physical Sciences, *Science Education, Secondary Education, Secondary School Science, Space Sciences, *Supplementary Textbooks
Identifiers-National Aeronautics and Space Administration

This booklet is the third in a series of nine that discuss the Apollo-Soyuz mission and experiments. This set is designed as a curriculum supplement for secondary and college teachers, supervisors, curriculum specialists, textbook writers, and the general public. These booklets provide sources of ideas, examples of the scientific method, references to standard textbooks, and descriptions of space experiments. There are numerous illustrations, as well as questions for discussion (with answers) and a glossary of terms. The series has been reviewed by selected high school and college teachers nationwide. This booklet is concerned with the layers in the sun, stars and gas clouds in the Milky Way, and the amount of helium in space. (MA)

ED 161 769 SE 025 315

Horak, Willis J. Slobodzian, Kurt A.

The Effects of Locus of Control and Method of Presentation on Pre-Service Teacher's Achievement.

Pub Date-78
Note-16p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (51st, Toronto, Canada, March 31-April 2, 1978); Contains occasional light and broken type
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Educational Research, *Elementary School Science, *Instruction, *Locus of Control, *Psychological Characteristics, Science Education, *Science Teachers, *Teacher Education, Teaching Methods
Identifiers-*Research Reports

This study investigates the relationship between pre-service teachers' locus of control and an application measure of science education achievement under a high and a low structured instructional treatment. Eighty college students enrolled in an elementary science methods class were administered aptitude tests which included a measure of locus of control (the James Internal-External Locus of Control Scale). The students were taught in a high-structure format - the traditional instructor-lecture mode with large-group follow-up discussions, or a low-structure format - individual study with small-group follow-up discussions. The subject matter dealt with planning science field trips for elementary school children. The results showed that the instructional treatments were related to the locus of control measure. (Author/BB)

ED 161 336 HE 010 562

Martorana, S. V. Kuhns, Eileen
Analyzing a Force for Change: Discrepancy Between Aspiration and Achievement of Institutional Goals. AIR Forum Paper 1978.
Pub Date-May 78
Note-18p.; Paper presented at the annual Association of Institutional Research Forum (18th, Houston, Texas, May 21-25, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Change Strategies, *Educational Change, *Educational Development, *Educational Innovation, *Educational Objectives, Evaluation Methods, Higher Education, *Institutional Research, Measurement Techniques, Organizational Change, *Organizational Development, Theories

The discrepancy between aspiration and achievement of institutional goals is analyzed as an important variable in monitoring an innovation through its life cycle from exploration to institutionalization. Although important, this discrepancy, or hiatus, is not sufficient to support an innovation without the concurrent presence of high aspiration toward the same goal. The use of magnitude estimation scaling is explored as a step toward determining the goal hiatus force of a particular goal, this force being one of the three classifications of influence earlier developed by Martorana and Kuhns as part of their interactive forces theory. The current status of some of the innovations described in ``Managing Academic Change'' is noted, as well as ongoing and future research directed toward the hypotheses emerging from the use of certain institutional goals as a focal point for promising change. (Author/MSE)

ED 161 397 HE 010 631

Kuh, Charlotte V.

Temporal Adjustment in Academic Labor Markets: Time to Ph.D. AIR Forum Paper 1978.

Spons Agency-Ford Foundation, New York, N.Y.
Pub Date-May 78
Note-21p.; Paper presented at the annual Association for Institutional Research Forum (18th, Houston, Texas, May 21-25, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Doctoral Degrees, *Graduate Students, *Graduate Study, Higher Education, Institutional Research, Labor Market, Mathematical Formulas, Models, *Program Length, Research Projects, Statistical Analysis, Surveys, *Time Perspective, Trend Analysis

A research project is described that concerns "temporal adjustment" as one form of a non-wage adjustment in the academic labor market. Receipt of the doctorate, the number and length of post-doctoral fellowships, and the achievement of tenure are temporal factors in academic careers. The change in timing of these factors is a form of adjustment to market conditions. The length of time it takes an individual to receive a Ph.D. from the time he finishes his B.A. is examined. Data from surveys of the American Council on Education and the National Research Council are cited for the discussion of changes in time to Ph.D. over time. The data cover comprehensively all doctorates received from U.S. universities. The American Council on Education Survey of Teaching Faculty, conducted in 1973, provides information on people currently employed in academia. A statistical model that separates age effects of time to Ph.D. from date effects is described. Implications of estimation results for the formal model are discussed, and graphs are included. (SW)

Franks, Edward W.
CBES An Efficient Implementation of the Coursewriter Language.
Pub Date-Mar 78
Note-9p.; Paper presented at the Annual Meeting of the Association for the Development of Computer Based Instructional Systems (Dallas, Texas, March 1-4, 1978); For related document, see IR 006 231
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Computer Assisted Instruction, *Computer Programs, Flow Charts, Instructional Design, *Instructional Systems, *Programing Languages, Systems Analysis, *Systems Development
Identifiers-*Coursewritter III, Ohio State University

An extensive computer based education system (CBES) built around the IBM Coursewriter III program product at Ohio State University is described. In this system, numerous extensions have been added to the Coursewriter III language to provide capabilities needed to implement sophisticated instructional strategies. CBES design goals include lower CPU usage per student interaction, fewer disk accessions per student interaction, all existing course materials to operate without alteration, system modifications to be transparent at the student level, standard Coursewriter III authoring capabilities to be maintained, and provision for enhancements to be made where practical. Other sections of the paper are concerned with system operation logic, distribution of processing, redundant processing, reducation of disk activity, locating and retrieving information, implementation, and enhancements. (VT)

ED 161 441 IR 006 521

Thomas, James L.

Creative Activities with Children's Periodicals.

Pub Date-76

Note-15p.; Not available in hard copy due to print quality; For related document see IR 006 522

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Children, *Childrens Literature, *Directed Reading Activity, Elementary School Students, Junior High School Students, Learning Activities, *Library Programs, *Periodicals, *School Libraries

Suggestions are provided for creative activities with a selected list of children's periodicals. The periodicals were chosen as representative of those that are available for use by children, teachers, and library media specialists in the elementary through middle school (K-8) grades. Each magazine was examined by students working on degrees in library science or teacher education and approximate levels (primary, primary-intermediate, intermediate, intermediate-middle) are indicated. Brief annotations of the content and complete bibliographic information are supplied for each periodical. (Author/JAB)

SCDC Spanish Curricula Units. Science/Math, Unit 10, Grade 3, Teacher's Guide.

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Spanish Curricula Development Center, Miami Beach, Fla.
Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.
Pub Date-77
Note-299p.; Not available in hard copy due to sideways reading material; For related document, see RC 010 898
Available from-Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752 (Order No. 274-3, $4.50)
Language-Spanish; English
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Bilingual Education, Conservation (Concept), Division, Elementary School Mathematics, Elementary School Science, Grade 3, Instructional Materials, *Learning Activities, Learning Modules, Mathematics Curriculum, *Mathematics Instruction, Measurement, Multiplication, Physical Environment, Primary Education, Science Curriculum, *Science Instruction, Spanish, *Spanish Speaking, Spiral Curriculum, Student Evaluation, *Teaching Guides

Unit 10 of a Spanish science/math curriculum for grade three, composed of kits 37-40, has as its theme ``communities around the world''. The unit's teacher's guide contains both learning and assessment activities, with the focus, objective, and materials needed for each activity listed. Specific attention is placed on four spiraling questions dealing with the individual, his alternatives, ways to initiate change, and the results of change. Kit content covers concepts of change and interaction (in living and nonliving things, physical and chemical changes); measurement of areas in centimeters and meters; lines; angles; conservation of matter (preservation of natural resources); energy crisis; relation of mass to weight; gravity; measurement by gram, kilogram, liter, half liter, cube, and kilometer; multiplication (missing factors, of numbers with up to three zeros); concept of systems reviewed (ecosystem, solar system, ant colony); variation among animal species, taste, and food for balanced diet; distributive property of multiplication; practice with bank checks; bank books; concept of adaptation (hostile environments, use of senses in adaptation, how dinosaurs became extinct); multiplication; introduction of division; and frames of reference. (RS)

ED 161 744 SE 025 210

National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Wastewater II (Multiple Degree Programs).

National Field Research Center Inc., Iowa City, Iowa.
Spons Agency-Environmental Protection Agency, Washington, D. C.
Pub Date-78
Grant-EPA-T-900591
Note-404p.; For related documents, see SE 025 197-211; Photographs may not reproduce well
EDRS Price MF-$0.83 HC-$22.09 Plus Postage.
Descriptors-Curriculum, Engineering, Environmental Education, Graduate Study, *Higher Education, *National Surveys, Pollution, *Postsecondary Education, *Program Descriptions, Science Education, Sciences, Waste Disposal, *Water Pollution Control, Water Resources
Identifiers-*Waste Water Treatment

This report, together with volume I (single degree programs), detail 105 post-secondary wastewater treatment programs from 33 states. These programs represent a sample, only, of the various programs available nationwide. Enrollment and graduate statistics are presented. The total number of faculty involved in all the programs surveyed was 1,106; full-time faculty comprised 73 percent of this. Curricula, sources of research funds, and student financial support are presented, and a wastewater employment profile is given. (BB)

ED 161 808 SO 011 284

Toward Civic Responsibility.

New York State Education Dept., Albany. Bureau of General Education Curriculum Development.

Pub Date-Aug 78

Note-160p.; Not available in hard copy from EDRS due to poor reproducibility and small type size of parts of the original document; Pages 66, 73, 110, 151 contain copyrighted material and have been removed by ERIC; They are not included in the pagination

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Affective Objectives, *Citizenship, *Citizenship Responsibility, Cognitive Objectives, Concept Formation, Concept Teaching, *Curriculum Development, Curriculum Guides, Decision Making, *Educational Objectives, Elementary Secondary Education, *Governance, Government Role, Junior High School Students, Learning Activities, Role Playing, Skill Development, *Social Studies, Student Attitudes

The guide outlines concepts central to the process of governance at local, state, and national levels. It is intended for use by junior high school social studies teachers as they develop and implement educational programs to help students understand governmental structure and functions and to develop skills in evaluating government strategies and activities. The document is presented in seven chapters. Chapter I explains how to use the guide, defines vocabulary, and identifies major objectives. Remaining chapters explore political institutions, governmental power and limitations, citizen rights and responsibilities, values and beliefs, citizen participation in government, and decision making. Students are involved in activities such as role playing, group discussion, constructing charts and graphs, memorizing sections of government documents, doing research projects on governmental institutions, creating bulletin boards, analyzing political cartoons, and taking multiple-choice and attitude tests. After participating in these activities, students should be able to identify main functions of government, understand the governmental power structure, illustrate individual rights and responsibilities in a democracy, define values of mainstream American society, recognize the need for an informed and involved citizenry, and explain decision-making responsibilities of governmental representatives. (DB)

ED 161 851 SP 013 240

Lubin, Ellen Sherrill, Claudine

Motor Creativity of Preschool Children on the London Trestle Tree Apparatus.

Pub Date- 77
Note-12p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Athletic Equipment, *Creative Development, Motor Reactions, Perceptual Motor Learning, Physical Education, *Preschool Children, *Psychomotor Skills
Identifiers-*London Trestle Tree Apparatus

The motor creativity of preschoolers when encountering a novel piece of athletic equipment was observed and analyzed. The London Trestle Tree Apparatus, consisting of eight trestles of various sizes, two poles, a rope ladder, two ropes, pommel top, rubber top, balance bar, slide plank, ladder, and beat board was erected for the children to use in unstructurted free play. The subjects were observed and videotaped in three trials of five minutes each. No instructions were given to the child during filming; the child made all decisions on where and how to move. The children were observed for development of motor fluency and originality. It was concluded that the preschoolers were no more creative in their movement responses to a novel piece of play apparatus after a one-month period of play in an unstructured play setting than they were at the initial exposure to the apparatus. (JD)

Korim, Andrew S.

Education and Work in the Future.

Pub Date-19 Oct 78
Note-27p.; Paper presented at the Conference on the Future of Work and the Community College (Texas City, Texas, October 19, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*College Role, Community Colleges, Educational History, Educational Objectives, *Educational Planning, Employment Trends, *Futures (of Society), *Junior Colleges, Manpower Needs, *Social Change, Trend Analysis, Vocational Education

Community colleges are at a point in history when they must be adept in coping with change in social institutions, economic pressures, and the body of knowledge. Over the last century, education has become more personalized; behavioral objectives now guide competency-based instruction; computer-assisted instruction has shown success; educational television has made the home a learning center; co-operative education has expanded the link between employers and educational institutions; and new disciplines have emerged as others have been altered. Occupational education has become an alternative option in American education from the standpoint of the person in the labor market, employers, and those seeing the relationship between trained manpower and economic vitality. Community colleges must be responsive to (1) changing trends in values and lifestyles in terms of work and leisure, shifts in declining productivity in industrial and business activity with the resulting need to recycle technical skills and face the problems of inexperienced, poorly educated, young adults; (2) developing a capacity to serve a limitless market of older and non-traditional students; (3) measuring the impact of community-based education through the use of enrollment information and longitudinal studies; and (4) developing new cooperative arrangements for providing community benefits. (MB)

Gotts, Edward E., Ed.
Home Visitor's Resource Materials.
Appalachia Educational Lab., Charleston, W. Va.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Aug 77
Note-240p.; For abstracts to other documents in this kit, see PS 010 122-23
Available from-Human Sciences Press, 72 Fifth Avenue, New York, New York 10011 (Paper, $5.95; complete set of three books in ``Home Visitor's Kit,'' $19.95)
Document Not Available from EDRS.
Descriptors-Behavioral Objectives, *Early Childhood Education, Health Education, *Home Instruction, Home Programs, *Learning Modules, Listening Skills, *Paraprofessional Personnel, *Parent Education, Parent Role, Parent Teacher Cooperation, *Preschool Programs, Questioning Techniques, Resource Materials, Skill Development, Teacher Role, Teaching Guides, Teaching Methods
Identifiers-Home Oriented Preschool Education Program

This resource booklet for home visitors was developed for use in home-based preschool programs and is part of a learning package which instructs prospective family workers, family worker trainers, and parents in the entry level skills, knowledge, and orientations needed to provide children from birth through 8 years of age with school oriented learning skills. (The training kit consists of 3 booklets: (1) the Home Visitor Trainer's Notebook; (2) the Parent's Notebook; and (3) the Home Visitor's Resource Materials.) Specifically, the booklet examines parent, child and teacher roles in the program, provides information on developing teaching and learning skills, discusses the basic premises of communicating respect to parents and provides ``what to do'' information on general health and first aid for children. (Author/SE)

ED 161 542 PS 010 195

Metham, John

Teachers' Ratings of Preschool Children's Behaviours. Discussion Paper No. 2.

Macquarie Univ., North Ryde (Australia). School of Education.
Pub Date-Oct 78
Note-58p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Achievement Need, Anxiety, *Behavior Rating Scales, Child Language, *Instrumentation, Measurement Instruments, *Preschool Children, *Program Evaluation, Prosocial Behavior, *Test Reliability, *Test Validity
Identifiers-Australia

This paper reports upon the evaluation and implementation of a 30-item Likert-type rating scale for teachers to use in assessing children's behaviors within preschool classrooms. The Preschool Observation Scale (POS) was developed to evaluate programs of the Mt. Druitt Early Childhood Project, North Ryde, Australia. Items were constructed on the program-related, socio-emotional variables of creativity, dependency, language, prosocial behaviors, need achievement and anxiety. Reliability and construct validity tests of the scale are described. Inter-rater reliability coefficient estimates, stability coefficient estimates, and factor analyses of the pilot test indicate that the instrument has construct validity and is reliable. Use of the instrument in the large scale 1977 assessment of the classroom behavior of 259 children attending 4 project preschools is described and results are reported and discussed. Language, need-achievement, anxiety and prosocial factors were conceptually consistent in ratings across all 4 sites. Dependence and creativity did not have the same consistency. Need achievement correlated positively with the language dimension and negatively with anxiety type behaviors. Inter-rater reliability decreased as time between ratings increased. The paper suggests that the POS is a useful device for monitoring selected child behaviors. Directions for further research are indicated. (RH)

National Indian Health Board Position on Indian Preference.

National Indian Health Board, Inc., Denver, Colo.
Spons Agency-Public Health Service (DHEW), Rockville, Md. Indian Health Service.
Pub Date-17 Aug 78
Note-9p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Alaska Natives, *American Indians, Career Education, *Career Opportunities, Careers, Educational Opportunities, *Employment Opportunities, Employment Patterns, Job Training, Promotion (Occupational), *Recruitment
Identifiers-*Indian Health Service, *Indian Preference

The policy of granting American Indians preference for employment in Indian service facilities was established by Congress as long ago as 1834; in 1974 the Supreme Court ruled unanimously that Indian preference laws were not discriminatory or unconstitutional. However, a 1973 survey found that while 51 percent of the employees at Indian Health Service (IHS) headquarters were Indian, only 17 percent of the positions at level GS-13 or above were filled by Indians; no Indians were in key decision making positions. Both the IHS and other federal agencies which administer Indian services should immediately and vigorously begin implementing Indian employment preferences. Indian preference should also be enforced on contracts and grants let by any federal agency for the benefit of Indians. An Indian Career Service commission should be established to oversee implementation of Indian preference; federal agencies should publicize preference guidelines and actively recruit Indian people; education and training opportunities must be made more readily available to Indians and Alaska natives. All these steps should serve to permit an orderly transition from federal domination of programs and services to attractive and meaningful participation by Indian people in the planning, conduct, and administration of those programs and services. (Author/DS)

ED 161 649 RC 010 940

SCDC Spanish Curricula Units. Spanish SL Strand, Unit 7, Grade 3, Supplement & Ditto Packet.

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Spanish Curricula Development Center, Miami Beach, Fla.
Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.
Pub Date-76
Note-332p.; Not available in hard copy due to sideways reading material; For related document, see RC 010 939
Available from-Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752 (Order No. 230-1, $3.50; readers $0.25 each)
Language-Spanish; English
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Bilingual Education, *Childrens Literature, Community Characteristics, Community Resources, Grade 3, Grammar, Instructional Aids, Instructional Materials, Learning Activities, Numbers, Primary Education, *Second Language Learning, *Spanish, Time, Transportation, *Visual Aids, Vocabulary Development, *Worksheets
Identifiers-Ditto Masters, *Spanish (Second Language)

Supplementary materials for unit seven of Spanish as a Second Language include a packet of instructional aids and ditto masters and two small student readers. Prepared for grade three, the materials are designed to help the teacher conduct learning and assessment activities described in the teacher's guide, which provides a timetable for using these books and materials. Visuals and worksheets are to assist in providing the English-dominant child with structures and vocabulary for effective communication in a bilingual environment. The two small illustrated books for pupils are in Spanish, as are all classroom materials; each reader contains a list of new words along with page numbers on which they appear. The supplementary materials, many of which support the unit theme of the extended community, include visuals and worksheets for use with classroom stories, grammar exercises, arithmetic, telling time, games, and activities about community resources and transportation. The worksheets are to be presented under supervision rather than as independent tasks. (RS)

ED 161 693 SE 025 116

Ficklen, Myra

A Guide to Federal Funding in the Biological Sciences.

Association of American Colleges, Washington, D.C. Federal Resources Advisory Service.

Pub Date-Jun 78

Note-34p.; Not available in hard copy due to copyright restrictions

Available from-Federal Resources Advisory Service, Association of American Colleges, 1818 R Street, N.W., Washington, D.C. 20009 (no price quoted)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Biology, Directories, *Federal Aid, *Federal Programs, Guides, Higher Education, *Program Descriptions, *Research Opportunities, Science Education, *Scientific Research

This guide provides summaries of federal programs in the biological sciences of interest to colleges and universities. Programs described fall within the following agencies: National Science Foundation, Public Health Service, Smithsonian Institution, Department of State, Department of Agriculture, Department of Commerce, Office of Education, Department of Energy, Environmental Protection Agency, and the Department of Transportation. Program information is provided for institutions and for individuals. (Author/MA)

ED 161 789 SO 011 249

Reardon, Betty

A Preliminary Study of the Obstacles to, the Status of and Potential for Education for the Promotion of Disarmament. Seminar on the Obstacles to Disarmament and the Ways of Overcoming Them (3-7 April 1978).

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date-3 Apr 78

Note-118p.; May not reproduce clearly due to light print; Best copy available

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Adult Education, Conflict, Conflict Resolution, *Disarmament, *Educational Assessment, *Educational Needs, Educational Objectives, Educational Practice, Elementary Secondary Education, *Global Approach, Higher Education, Mass Media, Military Science, Nonformal Education, *Peace, Political Issues, State of the Art Reviews, *World Problems

The booklet assesses the present status of education for the promotion of disarmament in various grade levels and learning environments throughout the world. It also identifies and recommends ways to make disarmament education more effective. Disarmament is interpreted as the process leading from the present system of armed nation states to an international system in which security will be provided by a global peace authority. The document is presented in six chapters. Chapter I identifies the purpose and limits of the study. Although some information was obtained from every continent, most of the data were taken from secondary school programs within the United States. Chapter II defines terms used in the study such as arms control and disarmament education. ChaPter III outlines obstacles to disarmament education in schools, colleges and universities, among the general public, and among political leaders. Chapter IV describes disarmament education in schools, colleges, adult education programs, and among media and political leaders. Chapter V offers recommendations for promoting disarmament education programs. Recommendations include following UNESCO mandates in the area of peace education; allocating funds to disarmament education and research; helping students understand conflict resolution; and offering public lectures on disarmament at universities. The final chapter presents conclusions. Two conclusions are that disarmament education programs should combine efforts to educate the public for peace and that more educational resources should be allocated to disarmament programs. The document concludes with a bibliography and a directory of peace education organizations. (DB)

SP

ED 161 827 SP 013 027

Moll, Marita, Comp.

Teacher Workload. Bibliographies in Education No. 63.

Canadian Teachers' Federation, Ottawa (Ontario).

Pub Date-May 78

Note-73p.; Pages 72-73 may be marginally legible due to small type

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-*Annotated Bibliographies, *Class Size, *Faculty Workload, *Staff Utilization, Stress Variables, Student Teacher Ratio, Supervisory Activities, Teacher Distribution, *Teacher Morale, Teaching Assignment, *Working Hours

Encompassing materials from 1968 to 1976, this annotated bibliography includes articles in both English and French. The topics covered are: (1) teacher workload in elementary, secondary, and post-secondary institutions; (2) teacher assignment, distribution, and supervisory and extracurricular duties; (3) class size and student-teacher ratio; (4) hours of work; and (5) sources of stress and teacher morale. The document is directed primarily toward administrators and those concerned with the problems involved with staff utilization in education. (DS)

ED 161 876 SP 013 342

Kersh, Bert Y. And Others

Faculty Development for Inservice Education in the Schools.

American Association of Colleges for Teacher Education, Washington, D.C.

Spons Agency-Office of Education (DHEW), Washington, D.C. Teacher Corps.

Pub Date-Sep 78

Note-69p.

Available from-Order Department, American Association of Colleges for Teacher Education, One Dupont Circle, Suite 610, Washington, D.C. 20036 ($4.00, 10 percent discount on five or more; limited supply)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Change Strategies, *Educational Needs, Educational Strategies, *Faculty Development, Inservice Programs, *Inservice Teacher Education, *Institutional Role, Needs Assessment, *Program Development, Staff Improvement, *Teacher Attitudes

Ideas and recommendations emerging from three regional workshops on staff development are presented. The workshops, conducted in early 1978, focused on three aspects of faculty development for inservice: the identification and and analysis of current and likely future staff development in colleges and universities whose mission in elementary and secondary school is to assist in the continuing education of practicing teachers; an expansion of awareness among college and university faculty on the state of the scene in inservice education and the roles they can assume in the process; and the provision of examples different colleges and universities have used in providing staff development services. The monograph is divided into seven sections, excluding introductory remarks. Section one considers various meanings of the term faculty development,'' and places focus on the provision of more effective job-imbedded inservice education to school personnel. Section two examines the nature and impact of total institutional contexts, local school and community contexts, and state contexts upon the provision of staff development efforts. Section three reports on critical development needs, and section four relates those needs to components of inservice education. Section five details the search for exemplary programs of faculty development for inservice education. Section six presents a college-wide approach to the problem, and section seven presents recommendations and conclusions drawn from the regional workshops. (MJB)

Thomas, James L.
Activities with Young Adult Periodicals.
Pub Date-76
Note-20p.; Best copy available; For related document, see IR 006 521
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Adolescent Literature, Adolescents, *Directed Reading Activity, Learning Activities, Libraries, *Library Programs, *Periodicals, Secondary School Students, Young Adults

Selected periodicals suitable for a young adult collection are listed, and activities are suggested for integrating these periodicals into the school curriculum and/or public library program. Compiled by graduate and undergraduate students in the fields of library science and teacher education, this list provides complete bibliographic information for each magazine, as well as a brief description and an indication of level: Junior High, Junior-Senior, or Senior High. (Author/JAB)

ED 161 670 SE 024 942

Weaver, J. F.

A Monadic Module Alias a Unary Unit. Project Paper 77-5.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No.-WRDCCL-PP-77-5
Pub Date-Dec 77
Contract-NE-C-00-3-0065
Note-22p.; Report from the Studies in Mathematics Work Group; Contains occasional colored pages which may not reproduce well; For related documents, see SE 024 943-944
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Algorithms, *Calculation, Discovery Learning, *Educational Research, *Instruction, *Instructional Materials, Learning Activities, Research, Secondary Education, *Secondary School Mathematics
Identifiers-*Calculators, Computation, Functions, Number Operations

The calculator is used to investigate properties and characteristics of certain unary operations. These include how a number is related to the number resulting from a unary operation and the result of two unary operations. A discussion of the calculator algorithm to accomplish a series of unary operations is given. Record sheets to summarize discoveries are included. (MP)

Pines, A. Leon

Scientific Concept Learning in Children Subsequent to A-T Instruction: The Effect of Prior Knowledge on Resulting Cognitive Structure.

Pub Date-78
Note-78p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (51st, Toronto, Canada, March 31-April 2, 1978); Contains photographs which may not reproduce well; Tables marginally legible
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Cognitive Development, *Cognitive Processes, Educational Research, Elementary Education, *Learning, *Learning Processes, *Science Education, *Teaching
Identifiers-*Research Reports

This study presents evidence to substantiate the hypothesis that an important relationship exists between prior knowledge and resulting cognitive structure subsequent to instruction; and thus that relevant existing cognitive structure is an important variable affecting learning. The subjects were 126 first-grade students. Relevant existing cognitive structure was ascertained prior and subsequent to instruction using a modified Piagetian clinical interview. One pre- and three post-instructional interviews were administered. All the interviews were taped and transcribed. A conceptual propositional analysis was then employed to compare interviews. (Author/BB)

ED 161 337 HE 010 563

Bryson, Charles H.

Are Statewide Data Systems Meeting the Local Institution's Needs? AIR Forum Paper 1978.

Georgia State Univ., Atlanta. Office of Institutional Planning.

Pub Date-May 78

Note-19p.; Paper presented at the annual Association for Institutional Research Forum (18th, Houston, Texas, May 21-25, 1978); figure 1 may not reproduce well

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Administrative Organization, Administrative Personnel, Case Studies, Centralization, *Data Processing, Decision Making, Higher Education, Information Dissemination, *Information Needs, *Information Utilization, Institutional Research, *Management Information Systems, Needs Assessment, State Agencies, *Statewide Planning, University Administration

Identifiers-*Georgia

Statewide data collection systems emerged in the late sixties as the vehicle to achieving greater efficiency and accountability in higher education. The expectations of statewide systems were that they would meet the needs of various levels of management. The example presented in this paper is the Georgia management information system and its impact upon one of the 33 institutions involved. Several central issues are discussed that warrant attention, especially by academic affairs officers, if these statewide systems are to fulfill the needs of the local institutions and justify their resource commitment. (Author)

ED 161 358 HE 010 587

Terenzini, Patrick T.

An Evaluation of Three Basic Designs for Studying Attrition. AIR Forum Paper 1978.

Pub Date-May 78
Note-21p.; Paper presented at the annual Association for Institutional Research Forum (18th, Houston, Texas, May 21-25, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Attrition (Research Studies), College Students, Cost Effectiveness, Costs, *Cross Sectional Studies, Declining Enrollment, Dropout Characteristics, *Dropout Research, Dropouts, Higher Education, *Institutional Research, Research Design, *Research Methodology, *Research Problems

Three basic designs for studying college student attrition are described and the comparative assets and liabilities of each are discussed. It is noted that administrators faced with declining enrollments and costs for students not completing degree programs are likely to call for attrition studies, yet methodological inadequacies exist in many local`` or single-institution studies. The three basic designs ``autopsy,'' cross-sectional, and longitudinal designs are evaluated with respect to such considerations as likely response rates and sample representativeness, controls for confounding variables, desirable analytical procedures, time-lines, relative costs, and applicability of data to other purposes. The information provided is intended to facilitate the cost-benefit judgments inherent in the decision to undertake an attrition study by highlighting the research and practical trade-offs required by the selection of a particular design. (Author/JMD)

ED 161 378 HE 010 611

Hunter, Larry O.

A Method for Monitoring University Faculty Salary Policies for Sex Bias. AIR Forum Paper 1978.

Pub Date-May 78
Note-12p.; Paper presented at the annual Association for Institutional Research Forum (18th, Houston, Texas, May 21-25, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*College Faculty, Comparative Analysis, *Females, Higher Education, Institutional Research, Land Grant Universities, Measurement Techniques, Models, *Multiple Regression Analysis, Professors, *Salary Differentials, *Sex Discrimination, State Universities, *Teacher Salaries

Faculty salary differentials were analyzed using multiple linear regression. Data were used on all full-time academic faculty at a state university, a relatively small land grant institution. A model was developed using rank, time in current rank, highest degree, administrative position, and academic department as independent variables. The effect of sex was investigated as an additional independent variable. Over 85 percent of the variation in salaries across faculty members was explained by the model. The partial correlation with sex was found to be zero when control measures were considered. Since many departments had no women faculty members and at least one had no men faculty members, the departmental regression weights were compared with average salaries by rank for the same academic disciplines obtained from a nationwide salary study. These comparisons resulted in correlation coefficients of .75, .88, and .84 with average salaries for professors, associate professors, and assistant professors respectively. (Author/SW)

ED 161 398 HE 010 632

Reece, William S.

A Theoretical Framework for Educational Output Measurement. AIR Forum Paper 1978.

Pub Date-May 78

Note-16p.; Paper presented at the annual Association for Institutional Research Forum (18th, Houston, Texas, May 21-25, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Centralization, Consumer Economics, Educational Alternatives, *Educational Benefits, *Educational Demand, *Educational Economics, *Educational Supply, Higher Education, Individual Differences, Institutional Research, *Measurement Techniques, Models, Productivity, *Resource Allocations

Identifiers-*Educational Outcomes

Construction of a theoretical measure of educational output is attempted in this paper. The effort begins by specifying the purpose for which this measure is intended: centralized allocation, according to the equimarginal principle, of limited resources to alternative units producing education. It then specifies a simple and narrow goal that education is to meet: satisfaction of an individual student's preferences for market good, on-the-job consumption, and the direct benefits of education. Educational output is defined as a compensating variation, or lump-sum dollar amount. The measure depends upon the particular set of preferences chosen, and as a result there will, in general, be as many distinct and equally correct measures as there are students. Consideration of the preferences of faculty and other relevant individuals will only add to the multiplicity of measures. It is concluded that centralized allocation of resources to alternative education units according to the equimarginal principle cannot be accomplished if the preferences of each individual student are to be

ED 161 410 IR 006 259

Hannah, Kathryn

Report of the Computer Assisted Instruction Project in the Faculty of Nursing at the University of Calgary.

Pub Date-Mar 78

Note-8p.; Paper presented at the Annual Meeting of the Association for the Development of Computer Based Instructional Systems (Dallas, Texas, March 1-4, 1978); For related document, see IR 006 231

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Computer Assisted Instruction, *Curriculum Development, *Evaluation, Extension Education, Medical Education, *Nursing, Resource Allocations

Identifiers-Calgray University (Canada), *Instructional Development

Since August of 1976, the Faculty of Nursing at the University of Calgary has developed and implemented a four-phase computer assisted instruction (CAI) project. In Phase I, the pilot project to demonstrate effectiveness of CAI as an alternative teaching strategy in that setting has been completed and replication is on-going. In Phase II, identification of areas in the curriculum which could be effectively taught using CAI is currently being surveyed; and an inventory of nursing-related CAI programs in North America is to begin in January 1978. In Phase III, acquisition of computer terminals for the Faculty of Nursing's Learning Resource Center has been accomplished; acquisition of CAI lessons from external sources is awaiting the completion of Phase II; and the development of CAI lessons is in progress. Preliminary discussions have taken place about the delivery of CAI-based courses for credit to nurses in rural Alberta; this will be Phase IV of the project. (VT)

ED 161 466 JC 780 534

Rigterink, James M.

Enrollment Patterns of Occupational Non-Credit Students in the Two-Year College.

Polk Community Coll., Winter Haven, Fla.
Pub Date-Oct 78
Note-27p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Adult Vocational Education, Community Colleges, Community Service Programs, Course Evaluation, Enrollment Influences, *Junior Colleges, *Noncredit Courses, *Participant Satisfaction, Part Time Teachers, Student Attitudes, *Student Evaluation of Teacher Performance, Surveys, Teacher Background, Teacher Education, Teaching Quality, Teaching Skills, Vocational Education Teachers

A sample of 33 students who had taken a total of 71 occupational non-credit classes at Polk Community College were interviewed by telephone regarding their perceptions of their college experience. Of the students, 30% had completed one course and 57% had completed from two to five courses; reasons given by the 13% who did not complete courses were either personal circumstances or dissatisfaction with instruction. Two-thirds of the students made positive comments regarding the classes in which they enrolled; but only 39% made strictly positive comments about their overall experience. No relationship was found between students' negative or positive evaluation of their experience and later enrollment in credit courses. Regardless of their course experiences, students appraised the college itself very positively. However, they clearly indicated that better educational opportunities could be provided, especially in the area of classroom instruction. As the most frequent criticism of the program was poor teaching, policies were suggested to improve it, including seminars for instructors with inadequate preparation, and employment of regular college faculty in non-credit courses. Other study recommendations included: considering changing occupational courses from non-credit to credit; closer administrative supervision; written student evaluations; and increasing public awareness. (MB)

Parsons, Michael H.

Targets of Opportunity: Strategies for Managing a Staff Development Consortium.

Pub Date-17 Nov 78
Note-9p.; Paper presented at the Northeast Regional Conference of the National Council for Staff, Program and Organizational Development (Mt. Laurel, New Jersey, November 17, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Administrative Organization, College Faculty, Community Colleges, *Consortia, Coordinators, *Faculty Development, Interinstitutional Cooperation, Junior Colleges, *Management Systems, *Postsecondary Education, Regional Cooperation, Rural Schools, *Staff Improvement, State Colleges
Identifiers-*Appalachia

The Appalachian Staff Development Consortium, comprised of three community colleges and the state college located in Appalachian Maryland, attempts to integrate staff development activities into the operational framework of the sponsoring agencies. The consortium, which is managed by a steering committee composed of one teaching faculty member and one instructional administrator from each of the member colleges, uses a management process which seeks to achieve targeted goals. Five management strategies or functions of the steering committee in this process include serving as: (1) linking agent bringing together faculty from member institutions who have like interests, needs, or problems; (2) climate developer creating an environment that is responsive to innovation and supportive of change; (3) information disseminator keeping members aware of what is transpiring, providing faculty-based peer recognition, and developing among individual institutions a sense of identification with the consortium; (4) insularity reducer insuring contact between the everyday concerns of the individual small rural colleges and the broader issues presented by the consortium through consulting, travel, and encouragement of specific projects; and (5) regional revitalizer fostering personnel development through effective communication, long range planning, resource development, and evaluation. (MB)

ED 161 562 PS 010 259

Darmody, J. P.

Parish Primary School Survey, 1976.

Australian Council for Educational Research, Hawthorn.; Catholic Education Office, Sydney (Australia).

Report No.-ACER-RM-1

Pub Date-78

Note-174p.

Available from-Australian Council for Educational Research Limited, P. O. Box 210, Hawthorn, Victoria, Australia 3122 (Paper, $7.50)

Document Not Available from EDRS.

Descriptors-Academic Ability, *Academic Achievement, *Catholic Elementary Schools, *Educational Research, Elementary Education, Foreign Countries, *Low Achievement Factors, Number Concepts, Parent Role, Reading Achievement, School Environment, *School Surveys, Socioeconomic Influences, Student Adjustment, Teacher Role

Identifiers-*Australia (Victoria)

This survey was designed to investigate reading and number work (arithmetic) performance of 7-, 9-, and 11-year-old children attending parish primary schools in Victoria and to compare levels of performance with variables relating to general adjustment, personal variables, home circumstances, and school organization. Subjects, obtained by stratified simple random selection of children from the 3 age groups in all parish primary schools in Victoria, were tested in reading, number, and general ability. In addition, five questionnaires were used to gather demographic, general adjustment and school environment data, variables selected as possible correlates of school performance. Results revealed a significant correlation between all measures of classroom performance. Children most at risk in Catholic parish primary schools were those with low achievement levels in reading and number work. These children also appeared to be generally disadvantaged in personal and environmental factors. Recommendations are made for intervention strategies based on survey data. (Author/SE)

ED 161 598　　RC 010 843

Bergsma, Harold M.

Education for International Development: Problems for Planned Change. A Presentation in the College of Education Dialogue Series, New Mexico State University.

Pub Date-12 Oct 78
Note-32p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Colonialism, *Developing Nations, Economic Change, *Educational Alternatives, Foreign Countries, Futures (of Society), *History, *Rural Development, *Rural Education, Social Change

Colonial educational development viewed education as: 1) means of training an elite to maintain the imported political/economical system; 2) a vehicle for creating individuals thoroughly conversant with alien values; 3) a commodity for the few of intellectual capability; 4) a broad based entity predicated upon literature, science, math, and religious philosophy; and 5) an elitist function, making its leaders indispensable to the uninformed masses. During the periods of bold exportations, primary education, mass literacy education, education for functional rural living, and education for family health were not the concerns of the agencies who developed exams and curricula. In most ex-colonial states, the post-independence periods saw development of many secondary schools; however, these school systems lacked the control of the colonial period, were expensive due to increased numbers wanting education, and lacked the teachers previously provided by the colonizers. Nationalism, regionalism, and tribulism promoted controversy regarding standards, and degreed individuals took advantage of the situation, opening up schools with low standards and high fees while the pass rates on regional exams continued to fall. The orthodoxy of the sixties was a confident expansion of schools predicated upon the belief that education would enhance economic and political development, but it became clear that the schooled were unprepared for either the village or the modern sector. Among today's developing nations, there is sensitive

ED 161 632 RC 010 914

SCDC Spanish Curricula Units. Spanish SL Strand, Unit 6, Grade 2, Supplement & Ditto Packet.

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Spanish Curricula Development Center, Miami Beach, Fla.

Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.

Pub Date-75

Note-268p.; Not available in hard copy due to sideways reading material; For related document, see RC 010 913

Available from-Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752 (Order No. 212-3, $3.50)

Language-Spanish; English

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Bilingual Education, Comprehension, Decoding (Reading), Grade 2, Grammar, Instructional Aids, Instructional Materials, *Language Arts, Language Experience Approach, Language Skills, Learning Activities, Primary Education, Reading Instruction, Reading Skills, *Second Language Learning, Sentence Structure, *Spanish, Spanish Speaking, *Visual Aids, Vocabulary Development, *Worksheets

Identifiers-Ditto Masters, *Spanish (Second Language)

The supplement and ditto packet to the Spanish as a Second Language strand of unit six for second graders contains activities for both seatwork and group participation. Unit six is oriented toward the basic theme of the neighborhood as a community; Kits 21-24 reflect the spiraling questions of what the elements are, how wants and needs are satisfied, how changes occur, and what happens as a result of change. The illustrations help stimulate oral language and conceptual development and are used for such activities as identifying objects, retelling stories, and guiding class discussions. Cutouts can be rearranged in story sequences or used for characters and backdrops in a puppet play. Ditto masters are provided for making multiple copies of visuals or for written seatwork. These include such exercises as matching pictures with words, fill-in-the-blanks, and formulating simple equations. Specific topic areas studied include places in a neighborhood, nutrition, doctors and other health-related topics, the

ED 161 694 SE 025 117

Austin, John H.

Development and Exchange of Instructional Resources in Water Quality Control Programs, II: Instructional Materials Available.

Charles County Community Coll., La Plata, Md.

Spons Agency-Environmental Protection Agency, Washington, D.C. Office of Water Programs.

Pub Date-74

Grant-EPA-900253

Note-43p.; For related documents, see SE 025 118-119; Contains numerous marginal legibility

Available from-ERIC Clearinghouse for Science, Mathematics, and Environmental Education, The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (on loan)

Document Not Available from EDRS.

Descriptors-Audiovisual Aids, *Environmental Technicians, *Instructional Materials, Job Skills, Manuals, Pollution, *Postsecondary Education, Reference Materials, Textbooks, *Water Pollution Control

Identifiers-*Waste Water Treatment, Water Quality, *Water Treatment

This document is one in a series of reports which reviews instructional materials and equipment for water and wastewater treatment plant personnel. Approximately 900 items are listed in this document along with guidelines for the production of instructional materials. Information is provided regarding the source, type of material, intended audience, designed usage, and cost. (CS)

ED 161 720 SE 025 184

Page, Lou Williams Page, Thornton

Apollo-Soyuz Pamphlet No. 4: Gravitational Field. Apollo-Soyuz Experiments in Space.

National Aeronautics and Space Administration, Washington, D.C.

Report No.-NASA-EP-136

Pub Date-Oct 77

Note-40p.; For related documents, see SE 025 181-189 ; Parts marginally legible due to small print; Photographs will not reproduce clearly

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 033-800-00688-8; Available in sets only - $10.00)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Aerospace Education, College Science, *Earth Science, Higher Education, *Instructional Materials, *Learning Activities, Physical Sciences, *Science Education, Secondary Education, Secondary School Science, Space Sciences, *Supplementary Textbooks

Identifiers-National Aeronautics and Space Administration

This booklet is the fourth in a series of nine that describe the Apollo-Soyuz mission and experiments. This set is designed as a curriculum supplement for teachers, supervisors, curriculum specialists, textbook writers, and the general public. These booklets provide sources of ideas, examples of the scientific method, references to standard textbooks, and descriptions of space experiments. There are numerous diagrams, as well as questions for discussion (with answers) and a glossary of terms. The series has been reviewed by selected high school and college teachers nationwide. This booklet discusses the Doppler Effect, the earth's gravity anomalies, the ``low-low'' satellite technique, and the ``high-low'' satellite technique. (MA)

ED 161 745 SE 025 211

National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Summary.

National Field Research Center Inc., Iowa City, Iowa.
Spons Agency-Environmental Protection Agency, Washington, D. C.
Pub Date-78
Grant-EPA-T-900591
Note-123p.; For related documents, see SE 025 197-210; Photographs may not reproduce well; Contains light and broken type
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-Acoustics, Air Pollution Control, Curriculum, *Energy, *Environmental Education, Graduate Study, *Higher Education, *National Surveys, Pesticides, *Postsecondary Education, *Program Descriptions, Radiation, *Science Education, Sciences, Waste Disposal, Water Resources
Identifiers-Solid Wastes, Waste Water Treatment, Water Treatment

This volume presents six- to ten-page summaries of post-secondary environmental education and training program surveys. The programs represented are a sample, only, of the various programs available nationwide. Ten national surveys were completed, and the following topics were included: air, energy, noise, pesticides, potable water, radiation, solid waste, wastewater, composite programs, business and industry, and trade and professional programs. Most summaries include information on programs by state, enrollment data, faculty data, curricula, employment of graduates and sources of funding and student financial support. (BB)

Stone, J. Fulton

Georgia's State Plan for Staff Development.

Pub Date-Nov 78
Note-18p.; Paper presented at the National Conference of the National Council of States on Inservice Education (San Francisco, California, November 16-18, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Educational Improvement, *Improvement Programs, *Inservice Programs, Inservice Teacher Education, *Staff Improvement, *State Programs, *Student Needs, Teacher Certification, Teacher Improvement
Identifiers-Georgia

The concept of staff development and continuous improvement for teachers and administrators is discussed in the context of a state-developed plan that allows teacher certification renewal only after participation in an approved local staff development program. The plan stipulates that local educational agencies identify student needs and competencies needed by educational personnel and plan training activities for teachers, administrators, and other school personnel to meet those needs. The steps included in this plan are: (1) determining priority student needs and causes of needs; (2) selecting educational improvement activities; (3) specifying competencies needed by educational personnel; (4) designing the staff development program; and (5) evaluating and assessing the program. The document also provides a list of resources for technical assistance for implementing similar programs, a budget information sheet, and a guideline on procedures and standards for certification renewal through local staff development. (DS)

Ekstrom, Ruth B.

Issues in the Recruitment, Professional Development, Promotion, and Remuneration of Women Faculty. Research Memorandum.

Educational Testing Service, Princeton, N.J.

Report No.-ETS-RM-78-3

Pub Date-Apr 78

Note-23p.; Paper prepared for the Mary Donlon Alger Conference on Gateways and Barriers to Women in the University Community (Cornell University, Ithaca, New York, September 11, 1976); for related document see HE 010 507

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Academic Rank (Professional), Admission Criteria, *Career Ladders, Career Opportunities, *College Faculty, Employment Opportunities, *Faculty Recruitment, *Females, Higher Education, Promotion (Occupational), Salary Differentials, *Sex Discrimination, Sex Stereotypes, *Teacher Promotion, Teacher Salaries, Women Professors

ED 161 443 IR 006 551

Madey, Doren L. And Others

1977 State Reports: The State Capacity Building Program.

National Testing Service, Inc., Durham, N.C.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Jul 77

Contract-400-76-0166

Note-344p.; For related documents, see IR 006 552 and ED 142 191 ; Parts marginally legible due to print quality

EDRS Price MF-$0.83 HC-$18.07 Plus Postage.

Descriptors-Change Strategies, Educational Needs, *Educational Practice, *Educational Resources, *Information Dissemination, Information Services, Networks, *Program Descriptions, Program Evaluation, *State Departments of Education, *State Programs

The State Capacity Building Program is designed to improve educational practice by encouraging state educational agencies (SEAs) to develop their capacity for gaining access to information resources and to link such information to the needs of educators. This report is a comparative account of the first nine SEAs funded through the NIE program: Alaska, Connecticut, Delaware, Illinois, Kentucky, Montana, New York, South Carolina, and Texas. Each agency was visited for two days, during which time interviews were conducted to discuss each project's state context, history, program proposal, clients, information resources, linkage

ED 161 671 SE 024 943

Weaver, J. F.

Some Monadic/Diadic Combos. Project Paper 77-6.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No.-WRDCCL-PP-77-6
Pub Date-Dec 77
Contract-NE-C-00-3-0065
Note-22p.; Report from the Studies in Mathematics Work Group; For related documents, see SE 024 942-944; Contains occasional colored pages which may not reproduce well
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Algorithms, *Calculation, Discovery Learning, *Instruction, *Instructional Materials, *Learning Activities, Secondary Education, *Secondary School Mathematics
Identifiers-*Calculators, Functions, *Number Operations

The calculator is used to explore the distributive property of a unary operator over a binary operator. This is an extension of an earlier paper. The emphasis is on student discovery of the property for various combinations of the operators. Instructional material contained in the report include a reference sheet of questions for potential investigation with an accompanying space to record a general calculator

ED 161 809 SO 011 285

Gandara, Arturo
Major Federal Regulations Governing Social Science Research.
Rand Corp., Santa Monica, Calif.
Report No.-R-2227-RC
Pub Date-Mar 78
Note-40p.
Available from-Rand Corporation, Publications Department, 1700 Main Street, Santa Monica, California 90406 ($3.00, paper cover)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Civil Liberties, Confidential Records, Disclosure, Federal Legislation, *Federal Regulation, Government Role, Guidelines, Higher Education, Information Needs, Laws, Privacy, Research Problems, *Social Science Research
Identifiers-Federal Reports Act, Privacy Act 1974

This report provides administrators, project leaders, and researchers with information about major federal regulations governing research in the social sciences. The report is presented in five major chapters. Chapter I identifies the report's limitations. For example, it describes only statutory and regulatory provisions and covers only domestic

ED 161 828 SP 013 073

Schurr, Terry Sciara, Frank

The ISTA/RCPSS Professional Education Inservice Needs Assessment.

Pub Date-Nov 77

Note-40p.; Paper presented at Annual Meeting of the Indiana Educational Research Association (Indianapolis, Indiana, November 1977)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Class Management, Course Content, Economic Status, Individualized Instruction, *Inservice Teacher Education, *Needs Assessment, *Surveys, *Teacher Attitudes, Teaching Assignment

The purpose of this study was to develop an instrument for assessing the inservice needs of teachers and to obtain an overview of their perceived needs. This instrument was proposed to be a single, convenient format for gathering data that could be used with teachers at all levels of elementary and secondary teaching. A sixty-one item questionnaire was submitted to 2,265 teachers. A five-step model for instruction objective, specification, preassessment, instructional planning, instruction and evaluation was used as the initial conceptual scheme for grouping the items. Because of the overlap of skills required for the preassessment and evaluation steps, items related to these steps were combined into a single evaluation category. Items not directly related to one of the steps were categorized into one of three additional categories: classroom management, instructional resources, or communication. The questionnaire also provided for dividing teachers themselves by grade level taught, socioeconomic status of pupils, and subject matter taught. Data obtained from this instrument is presented in tabular form in this document. A sample of the questionnaire is

ED 161 505 JC 780 587

Edwards, Nancy

The New Accountability Reaches to the Family.

Note-7p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Educational Responsibility, Family Involvement, Family Role, *Family School Relationship, Noninstructional Responsibility, Parent Role, *Postsecondary Education, School Responsibility, *School Role, *Secondary Education

As student college placement and achievement scores continue to evidence a decline in reading, verbal ability, and mathematics competency, it becomes necessary for public educational institutions to recognize the need to re-establish the mission to teach in the area of academic competencies and scholarship, and to diminish the role of surrogate nuclear family. Families, likewise, must re-define their goals as support systems, and parents and educators must create a common bond

ED 161 524 PS 010 140

Yaukey, Thomas Daniels

Role Playing as an Imaginative Experience for Language Growth.

Spons Agency-Pennsylvania State Univ., University Park. Coll. of Education.

Pub Date-78

Note-17p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Children, *Class Activities, Classroom Environment, Communication Skills, Dramatic Play, Elementary Education, Imagination, *Instructional Materials, *Language Development, Language Skills, Preschool Education, *Role Playing, *Teaching Methods

This paper discusses the value of role play in facilitating children's language development and suggests strategies for using role play

ED 161 543 PS 010 196

Jerome, Chris H. And Others

National Home Start Evaluation. Interim Report V: Case Studies.

Abt Associates, Inc. Cambridge, Mass.

Spons Agency-Office of Child Development (DHEW), Washington, D.C. Early Childhood Research and Evaluation Branch.

Pub Date-30 Sep 74

Contract-HEW-OS-72-127

Note-147p.; For related documents, see ED 069 439-441, ED 091 074, ED 091 081, ED 092 225-229, and PS 010 197

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors-*Case Studies, Demography, Demonstration Programs, *Home Programs, Parent Participation, *Preschool Education, Program Administration, *Program Descriptions, *Program Evaluation, State Programs, *Success Factors

Identifiers-Home Start Program

One of a series of documents on the evaluation of the National Home

ED 161 581 RC 010 793

Vineyard, Edwin E.

The Invisible Wall: A Report on the Status of the Rural Community College in America.

American Association of Community and Junior Colleges, Washington, D.C.

Pub Date-Jan 78

Note-28p.; A presentation of the Task Force on Rural Community Colleges of the American Association of Community and Junior Colleges

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Accreditation (Institutions), College Curriculum, *Community Colleges, Delivery Systems, Educational Needs, *Educational Opportunities, *Educational Policy, *Equal Education, Equalization Aid, Federal Aid, Financial Problems, Government Role, *Junior Colleges, Rural Areas, Rural Development, Rural Youth, *Small Colleges

Small, rural community junior colleges, comprising half of America's community-junior college movement, have special characteristics, problems, and needs which have been ignored by governmental and

ED 161 650 RC 010 941

SCDC Spanish Curricula Units. Fine Arts Strand, Unit 8, Grade 3, Teacher's Guide Multi-Ethnic Edition.

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Spanish Curricula Development Center, Miami Beach, Fla.

Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.

Pub Date-76

Note-210p.; Not available in hard copy due to sideways reading material; For related document, see RC 010 942

Available from-Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752 (Order No. 241-7, $4.50)

Language-Spanish; English

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Aesthetic Education, Art Activities, *Bilingual Education, Cultural Awareness, Dance, Dramatics, Ethnic Groups, *Fine Arts, Grade 3, Instructional Materials, *Learning Activities, Learning Modules,

ED 161 771 SE 025 317

Pines, A. Leon

Teaching, Interviewing, and Learning Theory.

Pub Date-Apr 78

Note-30p.; Paper presented at the annual meeting of the National Science Teachers Association (Washington, D.C., April 7-11, 1978); Photographs may not reproduce well; Contains occasional light type

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Clinical Psychology, Educational Research, Educational Theories, Instruction, *Interviews, *Learning Theories, *Questioning Techniques, *Teaching Skills, *Teaching Techniques

The major claim of this paper is that teachers should acquire the skills of administering clinical interviews in order to improve their instruction. First, the concepts of teaching and learning are differentiated and analyzed. Then certain aspects of theories of teaching and learning are covered. Following that, the conclusion that a

ED 161 790 SO 011 250

Cherlin, Andrew

Postponing Marriage: The Influence of Schooling, Working, and Work Plans for Young Women.

Pub Date-Sep 78

Note-43p.; Paper presented at Annual Meeting of the American Sociological Association (San Francisco, California, September 4-8, 1978); Not available in hard copy due to marginal legibility of charts

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

TM

ED 161 877 TM 006 698

Lemke, Jay L. And Others

Attitudes to Educational Issues: Development of an Instrument.

Pub Date-Apr 77

Note-15p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Attitude Tests, *Educational Attitudes, Educational Change, *Educational Philosophy, *Educational Practice, Educational Principles, Higher Education, Student Teachers, *Teacher Attitudes, *Test Construction, Test Reliability, Test Validity

Identifiers-*Attitudes to Educational Issues

To obtain a test which could be used for the collection, analysis, and interpretation of data on teachers' attitudes toward contemporary educational issues, the Attitudes to Educational Issues instrument (AEI) was developed. Statements were written in five-choice Likert format to express attitudes toward these six educational issues: (1) interdisciplinary approaches; (2) process emphasis as opposed to content emphasis; (3) behaviorist methods; (4) moral and ethical education; (5) theory based teaching; and (6) performance based education. The number of statements was reduced from 66 to 36 after preliminary testing with 265 students in an undergraduate teacher education program. Factor analyses were performed on the final instrument to verify the construction of scales and item selection. Results of the factor analysis reproduced the predefined scales to a reasonable degree. Test-retest reliability coefficients ranged from .67 to .80. Two rather global teacher attitude measures were also administered concurrently with the AEI the Minnesota Teacher Attitude Inventory (MTAI) and the Education Scale (ES-VII). The correlation matrix of scores for the 265 subjects on the MTAI, ES-VII, and AEI was used as a preliminary indication of the independence of the six scales. Results of the various correlations and factor analyses are attached. (Author/CP)

ED 161 897 TM 007 472

Marston, Paul T. And Others
Coder Drift: A Reliability Problem for Teacher Observations.
Texas Univ., Austin. Research and Development Center for Teacher Education.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Mar 78
Contract-NIE-C-74-0088
Note-31p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978); For related document, see TM 007479
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Behavior Rating Scales, Classroom Observation Tecnniques, *Codification, Elementary Secondary Education, *Error Patterns, *Evaluators, Higher Education, *Reliability, Secondary School Teachers
Identifiers-*Coder Drift, Flanders Systems of Interaction Analysis, *Interrater Reliability, Observer Reliability

The results of two experiments support the hypothesis of coder drift'' which is defined as change that takes place while trained coders are using a system for a number of classroom observation sessions. The coding system used was a modification of the low-inference Flanders System of Interaction Analysis which calls for assigning observed teacher or student behaviors to ten relatively objective categories. The situations rated in these experiments consisted of videotapes of social studies classes which were conducted by experienced teachers. In each experiment, pairs of coders viewed the same series of ten videotapes, either working with their partners or working in separate rooms. In one condition, the pairs worked together for the first five sessions and apart for the other five. In the other condition, that order was reversed. Pairs working together for the first five sessions showed higher reliabilities than they did when they worked apart, and pairs working apart for the first five sessions showed even lower reliability. The same effect was found for five different methods of computing reliability. Randomly matched individuals showed no drift effects, nor did test-retest reliabilities between pairs working together and those working apart. (Author/CTM)

what is to be evaluated. The goal of conflict-oriented evaluation is to increase conflict in order to defend or advance underprivileged groups. A basic methodological distinction between the equilibrium and conflict paradigms is that the former is associated with systems analysis, a methodology criticized for encouraging diffuse goals; the latter advocates use of open or biological methods in which education is viewed as both affected by and affecting change in the social and political sectors. Conflict-oriented ideologies reflect the power structure which in turn influences evaluation. Because it sees education as but a subsystem of a larger social context, the conflict orientation is influencing the reconceptualization and redesign of educational evaluation. (Author/CP)

ED 161 937 TM 007 972

McKee, Barbara G. Hausknecht, Michael A.

Classroom Assessment Techniques For Hearing Impaired Students: A Literature Review.

Pub Date- Mar 78

Note-38p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Achievement Tests, *Aurally Handicapped, Higher Education, Item Analysis, Language Handicaps, *Literature Reviews, Response Style (Tests), Secondary Education, Test Bias, *Test Construction, *Testing, *Test Items

Identifiers-*Teacher Developed Tests

Literature on the development of classroom achievement tests for high school and college level hearing impaired students is reviewed, with emphasis on achievement tests designed to ascertain whether a particular unit of instruction has been understood as it was presented. The paper reviews: the syntactical structure and vocabulary of test items; item format; modes of delivery of test instructions and items; test-wiseness and propensity for guessing; and non-paper and pencil assessment techniques. The authors contend that research has suffered from an emphasis on the written and spoken language production of hearing impaired students, as opposed to the syntactical structures and vocabulary which they can accurately comprehend. They recommend a number of strategies for testing hearing impaired students: (1) confine test items to a vocabulary level appropriate for students; (2) avoid complex and compound sentences; (3) minimize complex negation formations and items in which the correct answer is a negative answer; (4) be aware that fill-in-the blanks and short answer items are often easier for students to understand than multiple-choice or matching items; (5) include complete written instructions and reinforce them with manual communication; and (6) use visual aids to avoid narrative descriptions. Suggestions for future research are also included. (Author/JAC)

distribution, demeanor, interest and involvement of students, and prior relevant material studied. For a guide to interpreting the TPAI, see TM 008 013. (Author/JAC)

ED 161 957 TM 008 013

Capie, William And Others

Teacher Performance Assessment Instruments: A Guide to Interpretation.

Georgia State Univ., Atlanta. School of Education.

Spons Agency-Georgia State Dept. of Education, Atlanta. Div. of Program and Staff Development.

Pub Date-78

Note-178p.; For related documents, see TM 007 011 and 012

Available from-Teacher Assessment Project, College of Education, University of Georgia, Athens, Georgia 30602 ($3.50)

Document Not Available from EDRS.

Descriptors-*Classroom Observation Techniques, Data Collection, Effective Teaching, Elementary Secondary Education, Evaluators, *Lesson Observation Criteria, *Performance Tests, *Teacher Evaluation, Teaching Skills, Testing, *Test Interpretation

Identifiers-*Teacher Performance Assessment Instruments, *Test Manuals

This manual was prepared to assist in the development of skills requisite to rating the performance of student or beginning teachers. The activities prescribed in the manual are intended to enable experienced teachers to describe the spectrum of performances indicative of the 18 competencies subsumed in the Teacher Performance Assessment Instruments (TPAI). The Teaching Plans and Materials Instrument (TPM) was designed to assess lesson plans, teaching methods, and instructional materials used by teachers in terms of their appropriateness to the students' ability levels, learning rates and styles, and learning problems. Data for the Classroom Procedures and Interpersonal Skills Instruments are gathered simultaneously during a single visit to a classroom. Discussions of TPAI include objectives, conditions of use, practice administration, interview questions, decision simulation, scoring procedures, school practice activities, recording and managing data, and test items. Data collectors should: (1) be teachers who can demonstrate the competencies described in TPAI; (2) have a minimum of three years classroom teaching experience; (3) have a strong grasp of psychological foundations and of methods and curriculum; (4) possess interpersonal skills; and (5) provide letters of recommendation from supervisors and peers. Practice lesson plans for TPAI data collectors are provided in TM 008 012. (Author/JAC) programs) with the regular Board of Education's programs of instruction. (Author/KR)

ED 161 977 UD 018 593

Bailey, Merrill-Jean

The Status and Future of Minority Group Representation in the Graduate and Professional Programs.

Pub Date-28 Oct 77

Note-13p.; Paper presented at the annual conference of the Society for Ethnic and Special Studies (New Orleans, Louisiana, October 28, 1977)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Affirmative Action, Court Cases, *Educationally Disadvantaged, *Educational Opportunities, Equal Education, *Higher Education, *Minority Groups, Social Status, Socioeconomic Status

Identifiers-*Bakke (Allan)

Minority representation in the graduate and professional schools is not in parity with the proportion of minorities in the overall population at this point in the history of American higher education. There are definite reasons for the lack of participation, reasons that have a profound philosophical, sociological, and economic basis. These factors have helped to crystalize American thought, have relegated minorities to a barricaded position and predetermined status in society, and have now culminated in the rhetorical fervor surrounding the Allan Bakke case. Those who are in favor of affirmative action policies should make their support known. (Author/EB)

major findings and areas for policy recommendations are discussed. Appended is a brief description of the questionnaire that provides the data for this report. (Author/EB)

ED 161 999 UD 018 695

Part 22: Biomedical Enrichment Programs for Disadvantaged Secondary Students. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Fifth Congress, Second Session on H.R. 10736.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date-78

Note-115p.; Not available in hard copy due to print size of the original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Compensatory Education Programs, Economically Disadvantaged, *Educational Legislation, *Educational Programs, *Federal Legislation, *Health Occupations Education, Paramedical Occupations, Secondary Education, Vocational Education

Identifiers-*Elementary Secondary Education Act

This document records the text of bill H.R. 10736 and presents statements, testimony, and suggestions for modification made by various individuals. The bill provides for the establishment of projects to educate, motivate, and encourage economically disadvantaged secondary school students to pursue training at the undergraduate and graduate levels in the biomedical sciences. Its implementation would potentially accomplish the following goals: (1) to educate and train a large number of health professionals who would be likely to practice in medically underserved areas; (2) to make safer living and working environments and good nutrition available to those usually destined to a life of poverty; and (3) to motivate individuals from disadvantaged backgrounds to adopt safer/healthier personal behavior patterns. (Author/EB)

Resources, *Elementary Secondary Education, *Instructional Media, *Nondiscriminatory Education, *Sex Fairness

This resource bibliography lists and briefly annotates non-sexist books, records, films, tapes, games, kits, and miscellany that present, in a fair manner, information by or about women in areas where, until recently, little had been published, and/or because they depict males and females as equals in non-traditional roles. Citations are arranged by grade level (K-3, 4-6, 7-9, and 10-12) and by subject areas with entries arranged alphabetically by title. The subject areas include: language arts/humanities, social studies and social sciences, career guidance and practical arts, health and physical education, science and mathematics, and biography. In addition, teacher resources are cited and similarity divided into subject areas. Names and addresses of publishers, film distributors and resource organizations are also listed. (Author/KR)

(Author)

ED 162 044 UD 018 788

Cantor, Gordon N.
Race and Sex Effects in the Conformity Behavior of Children. Occasional Paper Number 14.
Augustana Coll., Rock Island, Ill.
Pub Date-78
Note-19p.; Not available in hard copy due to author's restriction
Available from-Augustana College Library, Rock Island, Illinois 61201 ($1.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Behavioral Science Research, *Conformity, *Elementary School Students, Forced Choice Technique, *Preschool Children, Primary Education, *Racial Differences, Rating Scales, *Sex Differences
Identifiers-*Iowa

The effect of context on children's attribution of the emotional state (happy to unhappy on a 5-point scale) of various pictures of infants is examined in this paper. Three sets of pictures rated by adults as being of happy, unhappy, or ambiguous infants, were chosen and presented to 40 preschool children. Following rating use training, half of the children viewed the ten unhappy faces first, and half viewed the happy faces first. The children who had seen the unhappy faces first, rated the ambiguous faces as happy, and the other group did the opposite. This paradigm was expanded to examine conformity behavior as a function of race and gender. Three experiments were administered in (inner city) Des Moines schools, and in middle class Iowa City and Davenport, Iowa schools. Each time, the ambiguous infant faces were presented for rating in the context of the child having first been shown a picture of an older white or black boy or girl who was said to have rated the infant picture from happy to sad. It can be seen that how children will react in a conformity situation depends largely on the combination of models, bogus model ratings and infant faces to which they are asked to respond. More importantly, children are affected by race and gender of models, but they also exercise their own judgment in a conformity situation. (Author/KR)

ED 161 917 TM 007 628

Flint, David L. And Others
Factor Analysis of Cognitive, Behavioral, Socioeconomic And Related Characteristics of Prekindergarten Children. Technical Paper #16.
New York State Education Dept., Albany. Div. of Research.
Pub Date-16 May 78
Note-23p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Affective Behavior, *Behavior Rating Scales, Cognitive Development, *Cognitive Tests, Data Analysis, Disadvantaged Youth, Evaluation Criteria, *Factor Analysis, Predictor Variables, *Preschool Children, Preschool Education, *School Readiness Tests, Social Development, Socioeconomic Background, *Student Characteristics, Test Validity
Identifiers-California Preschool Social Competency Scale, Cooperative Preschool Inventory, Peabody Picture Vocabulary Test, Schaeffer Behavior Inventory, Walker Readiness Test

Four-year old children in the New York State Experimental Prekindergarten Program (PreK) were administered three cognitive and two behavioral measures to determine if the data would provide sets of a smaller number of variables, to see if the variables overlapped, and to determine the appropriateness or redunduncy of the tests. The tests were: the (1) Walker Readiness Test for Disadvantaged Preschool Children; (2) Cooperative Preschool Inventory; (3) Peabody Picture Vocabulary Test; (4) California Preschool Social Competency Scale; and (5) Schaeffer's Classroom Behavior Inventory. Factor analysis incorporated nine socioeconomic background variables, two duration/attendance variables, 18 cognitive variables, and eight behavioral variables. These variables were reduced to parent education; family income and size; length of residence; factual and conceptual knowledge; perceptual discrimination; social adjustment or constructive participation; extraversion/introversion; hours present and prior PreK experience; and elapsed time between pretest and posttest. Results indicated that the ordering of large numbers of variables into smaller numbers of interpretable factors affords more insight into the structure of a data set. The Peabody Picture Vocabulary Test and the Cooperative Preschool Inventory contained the same general cognitive/verbal dimension. Analysis of the Classroom Behavior Inventory indicated that the instrument has high stability and three components in common with the California Preschool Social Competency Scale. (JAC)

ED 162 022 UD 018 738

Hulme, Marylin A., Comp.
Fair Play. A Bibliography of Nonstereotyped Materials. Volume II.
Rutgers, The State Univ., New Brunswick, N.J. Training Inst. for Sex Desegregation of the Public Schools.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Sep 77
Note-86p.; For a related document, see UD 018 737; Not available in hard copy due to print size of the original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Bibliographies, Books, Childrens Books, Educational Games, *Elementary Secondary Education, *Instructional Materials, Nondiscriminatory Education, Racism, *Resource Materials, Sex Discrimination, *Sex Fairness, Textbooks

This resource bibliography lists and very briefly annotates non-sexist and non-racist printed materials (books, pamphlets, games and kits) suitable for elementary through secondary school rooms. Works are cited by level (K-3, 4-6, 7-9, 10-12 and teacher resources), and then subdivided into subject areas, with entries arranged alphabetically by title. The subject categories include: language arts and humanities; social studies; careers and practical arts, health and physical education, science and mathematics, and biography. In the teacher resource section are listed basic reference sources, bibliographies, handbooks and workbooks on sexism and racism in education, many of which may be useful in inservice training programs. A list of publishers is also included. (Author/KR)

ED 161 898 TM 007 479

Malitz, David
Identification of Predictors of Coding Performance: Selecting Subjects to be Trained to Use Observation Systems.
Texas Univ., Austin. Research and Development Center for Teacher Education.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Mar 78
Contract-NIE-C-74-0088
Note-43p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978); For related document, see TM 007 472
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Attitudes, *Behavior Rating Scales, *Classroom Observation Techniques, Codification, *Evaluators, Higher Education, Intermediate Grades, Performance Factors, *Predictor Variables, *Reliability, Screening Tests, Teacher Behavior
Identifiers-Flanders System of Interaction Analysis, *Interrater Reliability, *Minnesota Teacher Attitude Inventory, Observer Reliability, Teacher Evaluation Scale

Two predictors of coding performance were validated when 26 trained subjects used the Flanders System of Interaction Analysis to code 11 half-hour videotapes of fifth grade classrooms. The Teacher Evaluation Scale, a high-inference rating system based on the Global Rating Scales, was also used. The predictors were scores on a shortened form of the Minnesota Teacher Attitude Inventory (MTAI-S), and reliability of coding after a few hours of training. Significant correlations with an index of coding performance across the 11 tapes were found for the MTAI-S and for early training reliability of coding. Interest was focused on the MTAI-S as a screening device because of the ease and low cost of its administration. Subjects were divided into two groups, one consisting of high scorers on the MTAI-S (HI-M), the other of low scorers (LO-M). Intraclass correlations were computed for the two groups separately on each of the 11 tapes, and the HI-M group was found to have a significantly higher average intraclass correlation across the 11 tapes than the LO-M group. These findings were discussed in terms of their implications for screening and predicting; and for understanding the nature of observational coding systems. (Author/CTM)

ED 161 938 TM 007 973

Gowin, D. Bob Millman, Jason

Can Meta-Evaluation Give a Direction for Research on Evaluation?

Pub Date-29 Mar 78
Note-15p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 29, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Documentation, *Evaluation, *Evaluation Criteria, *Evaluation Methods, Information Utilization, *Values
Identifiers-*Meta Evaluation

Describing evaluation in three tiers (the events or objects that are the subject of evaluation, the reports and other documents about that subject, and the analysis of those documents), this report focuses on the third tier, meta-evaluation. The crux of evaluation is the concept of value, having five major forms of value claims: the intrinsic claim that something is good, the instrumental claim that it is useful, the comparative claim that it is better than something else, the decision claim that it should be chosen, and the idealization claim that it could be better. Each kind of claim requires a different appropriate analysis. Valuing is defined as a caring relationship between persons and objects. Evaluation criteria develop as a consequence of disciplined inquiry; the subject matter studied and the criteria used influence each other. Three procedures are suggested as aids for meta-evaluation. One is the use of standards; another is the use of a checklist. The third is the use of a set of five questions: What is the significant question of the study and its assumptions? What is it about? What methods were used? What answers were given? And what is the conceptual structure of the work? (Author/CTM)

ED 161 978 UD 018 596

Arnoff, Steven M.

Metropolitan Planning Project, 1977-78. Final Performance Report.

Metropolitan Planning Project, Newton, Mass.
Pub Date-25 Sep 78
Note-60p.; Not available in hard copy due to reproduction quality of the original document; For related documents, see ED 109 281 and UD 018 697-699
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Anti Segregation Programs, Community Involvement, *Educational Objectives, *Educational Strategies, Elementary Secondary Education, Management by Objectives, Metropolitan Areas, Program Administration, Program Design, Program Development, *Program Evaluation, Public Support, School Community Programs, *School Integration
Identifiers-Emergency School Aid Act, *Massachusetts (Boston), *Metropolitan Planning Project

This document provides a description of the Metropolitan Planning Project (MPP), its objectives, strategies, and an evaluation of its implementation in the Boston area. In order to encourage the voluntary elimination, reduction, and prevention of minority group isolation in elementary and secondary schools in Boston, the project focuses on two major objective components: (1) core administration, and (2) community participation and public information. The focus of the evaluation plan presented in this paper is on how successful the project has been in accomplishing each of its stated objectives. A summarization of the implementation aspects of the project is followed by a description of the population benefiting from assistance and the results of managment performance and other program objectives. Appended are descriptions of two related programs (Metropathways and Metro Ethnic Heritage Resource Centers), ideas for a survey of school needs, and a survey of school systems instrument. (Author/EB)

ED 162 000 UD 018 696

Armor, David J. Schwarzbach, Donna
White Flight, Demographic Transition, and the Future of School Desegregation.
Rand Corp., Santa Monica, Calif.
Report No.-Rand-P-5931
Pub Date-Aug 78
Note-108p.; Paper prepared for presentation at the American Sociological Association meetings (San Francisco, California, September, 1978); Not available in hard copy due to institution's restriction
Available from-The Rand Corporation, 1700 Main Street, Santa Monica, California 90406 ($5.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Blacks, Bus Transportation, Caucasians, Court Role, *Demography, Elementary Secondary Education, *Integration Effects, Integration Litigation, Minority Groups, Race Relations, *Racial Balance, Racially Balanced Schools, Racism, *School Integration, *Urban to Suburban Migration

Earlier studies of the effect of desegregation on white flight were in conflict, largely because of methodological differences in study design and analysis. More recent studies have used more comparable methodologies and tend to show that under certain conditions desegregation does have a significant effect on white loss, although there is still disagreement on the size and duration of the effect. The present study offers a demographic projection method for estimating the size and duration of the white phenomenon and applies the method to school districts experiencing court-ordered mandatory desegregation. Findings indicate that white losses are such that, in many cases, the amount of desegregation (defined as minority exposure to whites) is declining, and for some districts has fallen below the pre-segregation level. As a result, court-ordered desegregation, coupled with normal demographic trends, is producing increasing ethnic and racial isolation in many larger school districts. If this trend is to be stopped or reversed other remedies need to be considered. Given the strong public opposition to mandatory busing as well as the current legal situation, the prospects for metropolitan desegregation appear limited. On the other hand, voluntary methods have worked well in some cases and may offer a more viable alternative in larger cities. (Author/EB)

ED 161 878 TM 006 882

Blanco, George M.

Spanish-Language Assessment in a Bilingual Teacher Education Program.

Pub Date-20 Apr 76

Note-18p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 20, 1976)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Bilingual Education, *Bilingual Teachers, Higher Education, Language Proficiency, *Language Skills, *Language Tests, Native Speakers, *Spanish, Teacher Education, Teacher Evaluation, *Test Construction

A diagnostic Spanish proficiency exam for a bilingual education teacher preparation program was pilot tested with 38 students, both native and non-native speakers. Other standardized proficiency exams were considered but judged inappropriate. The Modern Language Association Cooperative Foreign Language Proficiency Test: Spanish seemed more useful for Spanish literature majors because of its literary orientation and use of peninsular dialect. The College Board's Spanish Proficiency Exam assesses only a passive knowledge of Spanish listening comprehension and reading. Accordingly, a test was developed specifically for the teacher preparation program. Its purposes were (1) to objectively assess listening, speaking, reading, and writing skills; (2) to assess phonological, grammatical, and lexical items; (3) to recommend remedial courses, if necessary; (4) to document linguistic growth; and (5) to make this assessment in a relatively reasonable period of time. The locally popular Northern Mexican dialect was used in preference to the peninsular dialect. The test consisted of a conversational oral interview and four other subtests speaking, listening comprehension, reading, and writing. Results of the pilot testing indicated a positive correlation between proficiency ratings on the interview and the speaking and listening comprehension scores. Native speakers' ratings on the interview correlated positively with every subtest except reading; however, non-native speakers showed no clear correlation trends. The test is being modified to reduce administration time from four to two hours. (CP)

ED 161 958 TM 008 037

Sternberg, Robert J.
Psychometrics, Mathematical Psychology, and Cognition: Confessions of a Closet Psychometrician. Technical Report No. 10.
Yale Univ., New Haven, Conn. Dept. of Psychology.
Spons Agency-Office of Naval Research, Washington, D.C. Psychological Sciences Div.
Pub Date-Jun 78
Contract-N00014-78-C-0025
Note-50p.; Paper presented at the Annual Meeting of The Psychometric Society (Hamilton, Ontario, Canada, August, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Cognitive Measurement, *Componential Analysis, Intelligence, *Psychology, *Psychometrics, Reliability, *Research Methodology, *Statistical Analysis, Validity

The importance of validity and reliability in the componential analysis of human intelligence is discussed. The roles of construct, internal, external, convergent, discriminant, and ecological validity in componential analysis are outlined. Within-replication (internal-consistency) and between-replication (alternate-forms or test-retest) reliability are also described and illustrated with examples from the author's research on analogical reasoning. The psychometric and multivariate techniques used in componential analysis of intelligence are described by the author, including linear multiple regression, nonlinear multiple regression, canonical regression, principle-axis analysis, confirmatory maximum-likelihood factor analysis, nonmetric multidimensional scaling, and additive clustering. Following a discussion of these procedures, the author describes the evolution of psychometrics and cognitive psychology as separate disciplines. The author contends that cognitive psychologists and psychometricians would benefit from an active interchange, and that psychometricians have technical skills to teach the cognitive psychologist. The first step in an interchange would be to convince the psychologist that these skills are worth learning. Psychometrists can accomplish this by showing cognitive psychologists that psychometrics is responsive to the needs of cognitive researchers. (Author/JAC)

ED 162 023 UD 018 739

Hulme, Marylin A., Comp.
Sourcebook for Sex Equality: Small Presses. An Annotated Listing of Small Presses and Alternative Sources for Books and Media. Bibliographic Series, 1.
Rutgers, The State Univ., New Brunswick, N.J. Training Inst. for Sex Desegregation of the Public Schools.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-77
Note-21p.; For a related document, see UD 018 740
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Childrens Literature, *Educational Resources, Elementary Secondary Education, *Equal Education, *Information Sources, Instructional Materials, Multicultural Education, Nondiscriminatory Education, Publishing Industry, *Resource Guides, *Resource Materials, Sex Fairness, *Womens Studies

This briefly annotated guide to non-sexist and non-racist educational materials suppliers includes small presses, non-profit educational firms, women's sections of professional and trade organizations, task forces in State educational departments, and feminist publishers, bookstores and distributors. Aimed at assisting librarians and teachers in their search for lesser known sources for appropriate materials, the source book covers the subjects: American minority studies, children's literature, Third World studies, research discussion of language and the image of women, the history of women, and women's studies. The work is organized into the following categories: (1) general; (2) children's literature; (3) literature, humanities and fine arts; (4) health and physical education; (5) science and mathematics; (6) social studies. (KR)

Employment and Economic Issues of Low-Income Women: Report of a Project.
Women's Bureau (DOL), Washington, D.C.
Pub Date-78
Note-34p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Change Strategies, *Employment Opportunities, *Federal Programs, *Females, Interagency Coordination, *Low Income Groups, Social Agencies, Social Discrimination, *Socioeconomic Status, State Programs, Working Women

A series of consultations between low-income women and representatives of local and State service agencies in the Department of Labor's ten regions was undertaken to examine the needs, issues, and circumstances that affect the employment opportunities of low-income women. Each central consultation was preceded by several smaller meetings, attended primarily by low-income women. A national seminar of representatives elected at each consultation was held to focus attention on the issues raised by the women at the regional meetings. Each region conducted the project with some variety in number and type of participants and issues raised. At the national seminar, held at the White House, concerns of transportation, the welfare system, child care, and discrimination were voiced to Federal administrators. The administrators responded with advice that women become a political power group in order to receive their share of dollars for programs. After the project's conclusion, follow-up activities in different regions attempted to work toward change in individual communities which would fulfill women's needs regarding information, employment, discrimination, welfare, transportation, language, health, and housing. (Author/KR)

ED 161 918 TM 007 686

Williams, Stephen R. Folsom, Ralph E., Jr.

Bias Resulting from Nonresponse: Methodology and Findings, Revised. Technical Report on NLS Base-Year Estimates.

Research Triangle Inst., Durham, N.C.

Spons Agency-National Center for Education Statistics (DHEW), Washington, D.C.

Pub Date-Sep 76

Note-83p.; For related document, see ED 133 334

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-*Attrition (Research Studies), Followup Studies, Graduate Surveys, High School Graduates, Item Analysis, *Longitudinal Studies, *National Surveys, Questionnaires, Research Design, *Research Problems, Response Style (Tests), Sampling, School Demography, Senior High Schools, *Statistical Bias, *Statistical Data

Identifiers-*National Longitudinal Study High School Class 1972

As in any very large survey, the sample that provided data for the National Longitudinal Study of the High School Class of 1972 (NLS) differed from the random sample of the study design because of nonresponse from 226 of the 1,200 schools in the primary sample, and a small amount of other missing data. Part A of this report, briefly describes the design of the sample, including provisions for selecting alternate schools for those that declined to participate, the detailed stratification plan, and an overview of the project. Part B presents a synopsis of the findings which indicated that the majority of the estimated totals for the base year survey were significantly biased by the lack of data from the nonresponding schools. This conclusion is based on data from the first follow-up survey of 1973 which reduced the nonresponse rate to a minimal two percent. Part C describes the methodology and assumptions of the statistical procedures used in estimating the bias resulting from nonresponse. Part D tabulates the statistical results of this study. The appendix provides an alternative methodology for estimating bias in the base year statistics. (CTM)

ED 161 979 UD 018 597

Hartnett, Rodney Payton, Benjamin F.
Minority Admissions and Performance in Graduate Study: A Preliminary Study of Fellowship Programs of the Ford Foundation and the Danforth Foundation.
Ford Foundation, New York, N.Y.
Pub Date-2 Aug 77
Note-20p.; Not available in hard copy due to institution's restriction
Available from-Ford Foundation, Office of Reports, 320 East 43rd Street, New York, N.Y. 10017 (Free)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Academic Achievement, Academic Records, *Access to Education, *Achievement Tests, *Admission Criteria, *Doctoral Programs, *Educational Opportunities, Fellowships, Grade Point Average, Graduate Study, Graduate Surveys, Higher Education, *Minority Groups
Identifiers-Danforth Foundation, Ford Foundation, *Graduate Record Examinations

The purpose of this report is to provide information and analysis about the extent to which the experience of a group of minority students who successfully completed the doctorate might be relevant to the issues now under consideration in the Bakke case. The Ford Foundation and Danforth Foundation programs are examined in an attempt to produce information and insight that would be valuable in the context of qualifications for admission into graduate and professional schools. In addition, a large base of data gathered about the backgrounds, aspirations, and graduate-school experience of more than 1,000 minority students from these programs is summarized. Particular emphasis is placed on how this information pertains to the reasonableness and effectiveness of programs which focus upon specifically disadvantaged racial/ethnic groups and which make flexible use of undergraduate grade point averages and/or Graduate Record scores as criteria in determining students' qualifications for graduate study. (Author/EB)

Finkler, Deana Thompson, Patricia

Classroom Use of a Verbal Measure of Information Rate: An Exploratory Study.

Pub Date- Mar 78
Note-11p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Arousal Patterns, *Classroom Environment, *Course Content, *Course Evaluation, Higher Education, *Semantic Differential, Student Reaction, *Teaching Methods, Test Reliability
Identifiers-*Verbal Measure of Information Rate

The Verbal Measure of Information Rate (VMIR) is a measure of information rate which reflects the elements, features, and changes in a complex environment. Subjects rated 14 bipolar adjective pairs to indicate an appropriate description of the learning situation or information load (simple-complex, novel-familiar). The measure was administered to undergraduates in a four-unit experimental course entitled ''Learning Analysis.'' Each unit presented a different subject and teaching method: speech (experiential learning); mathematics (peer discovery); physics (lecture-demonstration); and English (open classroom). Students rated the last week of each of the four units, and again rated all four units during the final exam. Statistical analyses were conducted for evidence of group consensus in the ratings, as well as consistency of individual ratings over time. The results demonstrated that the students were able to describe the environmental load of a classroom in a consistent and logical manner, and suggested that the VMIR may be better used in a comparative framework than for rating a single environment. (Author/JAC)

ED 162 001 UD 018 697

Metro Ways to Understanding: Volume I: A Plan for the Voluntary Elimination of Racial and Ethnic Isolation in the Schools of the Boston Metropolitan Area.

Metropolitan Planning Project, Newton, Mass.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-74

Note-384p.; For related documents, see UD 018 596 and UD 018 698-699; Pages 9-25, 39, 220-26, 317-25, 339, and 379-87 (maps) may not reproduce well

EDRS Price MF-$0.83 HC-$20.75 Plus Postage.

Descriptors-Board of Education Role, *Change Strategies, City Wide Programs, Community Cooperation, Cultural Factors, Demography, *Educational Programs, Elementary Secondary Education, Housing Deficiencies, *Human Relations Programs, Interinstitutional Cooperation, Metropolitan Areas, Minority Groups, *Program Development, Racial Integration, School Community Relationship, *School Segregation, Social Factors, Socioeconomic Influences

Identifiers-*Massachusetts (Boston), *Metropolitan Planning Project

This document contains a phased Ten Year Plan aimed at promoting voluntary collaboration between urban and suburban Boston area school districts and includes the involvement of students, parents, teachers, school principles, superintendents, community organizations, and others concerned with education. It is a plan containing policy and program recommendations, as well as a participatory planning process which will lead to future development of these recommendations. Extensive data on the educational, demographic, housing, fiscal, socioeconomic, land use, and ethnic and racial characteristics of 78 towns and cities close to Boston, are presented as a needs analysis and resource inventory for utilization in the development of recommended educational programs. In addition, the feasibility of such a plan is examined and an alternative plan for meeting the stated goals is presented. The alternative plan describes the metropolitan education program recommendations, the administrative recommendations, and the governance recommendations. (EB)

ED 162 024 UD 018 740

Hulme, Marylin A., Comp.

Sourcebook for Sex Equality: In-Service Training. An Annotated Listing of Materials and Media for Affirmative Action In-Service Training. Bibliographic Series, 2.

Rutgers, The State Univ., New Brunswick, N.J. Training Inst. for Sex Desegregation of the Public Schools.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78

Note-25p.; For a related document, see UD 018 739

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Affirmative Action, *Annotated Bibliographies, *Human Relations, *Individual Counseling, Inservice Programs, *Nondiscriminatory Education, Racism, Resource Materials, Sex Discrimination, *Sex Fairness, Sex Stereotypes

The materials contained in this annotated bibliography include films, slide shows, information resources, evaluation materials, sample workshop formats, and guidelines for sex-fair and race-fair materials and group activities. The bibliography is divided into four sections: (1) General Resources'' includes readings in sex role stereotyping, curriculum review, laws on equal education and affirmative action, and general handbooks on how to combat sexism in the educational system; (2) Materials and Media'' lists works for evaluating textbooks and supplementary materials for sexism and racism, guidelines on how to create more positive images, and critical reports on texts and supplementary materials currently available in classrooms and libraries; (3) Affirmative Action'' includes works on writing and monitoring affirmative action plans, on assessing employment practices, on conducting a workshop on employment practices, and on where to find resources on affirmative action; and (4) Counseling and Human Relations'' lists materials which will assist counselors in reexamining their attitudes toward male and female roles, the changing family structure and work world, and in developing counseling procedures free of sex and race bias with an emphasis on sex-fair career information. (Author/EB)

ED 162 046 UD 018 842

Wolf, Wendy C. MacDonald, Maurice
The Earnings of Males and Marital Disruption. Discussion Paper No. 504-78.
Wisconsin Univ., Madison. Inst. for Research on Poverty.
Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date-Jul 78
Grant-MH-06275-16
Note-33p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Economic Factors, *Financial Problems, *Income, Longitudinal Studies, *Males, *Marital Instability, *Wages, Welfare

It has been argued that extending welfare benefits to two-parent families may reduce marital disruptions by increasing the absolute level of males' earnings. The premise behind this assertion is that an increase in the absolute level of male earnings will reduce economic strain in the marriage, and the wife will perceive more gains from remaining in the married state. Unfortunately, the literature in this area has not definitively shown that it is a man's absolute level of earnings, rather than some other aspect of his earnings, that affects marital disruption. This paper assesses the effects of several aspects of the husband's earnings on marital disruption: (1) absolute level of earnings; (2) earnings instability; (3) earnings relative to peers; and (4) permanent income.'' Other relevant variables known to affect marital disruption are held constant. The data are the Wisconsin longitudinal study of a cohort of high school seniors that were reinterviewed at age 35. The unique aspect of the data is the presence of detailed earnings histories. (Author/GC)

ED 161 879 TM 007 137

Bell, Anita Iris

An Investigation of the Effectiveness of Two Educational Programs in View of the Students' Previous Experiences.

Pub Date-Mar 78
Note-93p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Academic Achievement, *Biographical Inventories, Compensatory Education Programs, Environmental Influences, *Family Background, Grade 3, Health, Longitudinal Studies, Parental Background, *Performance Factors, Primary Education, *Program Evaluation, Questionnaires, Socioeconomic Background, Student Characteristics, *Student Experience
Identifiers-Project Follow Through

This study investigated the possibility that the effectiveness of an educational program for an individual student is dependent on his or her background. A 101-item biographical data questionnaire was administered to the parents of 43 Follow Through and 38 non-Follow Through students who had just finished the third grade. The biographical questionnaire was factor analyzed and 22 items representing five areas were used in a subgrouping analysis. The five areas were: (1) parental background and activities; (2) child's activities the previous summer; (3) home environment; (4) socioeconomic status; and (5) child's health and activities. A hierarchical grouping procedure was used to form homogeneous groups of students on the basis of their biographical inventory profiles. The final group classification contained 76 students distributed among nine subgroups. Analysis of variance was performed on the subtests of the Metropolitan Readiness Test (MRT) to determine if there were differences in test performance among subgroups when they started first grade. Students in three subgroups had higher test performance on both MRT subtests and the total test than students in the remaining six subgroups. Another analysis of variance was performed on the subtest of the California Achievement Test (CAT) Level 2, administered at the beginning of the third grade. There were no significant differences among subgroups on either CAT subtest performance or total test performance. The complete biographical inventory is appended. (Author/CP)

ED 161 899 TM 007 490

Oxender, Vernon L.
Remarks: What Parents Ought to Know/Be Told About Our Schools''.
Pub Date-22 Feb 78
Note-7p.; Paper presented at the Michigan School Testing Conference (Ann Arbor, Michigan, February 21-22, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Academic Records, Basic Skills, *Educational Accountability, *Educational Assessment, Educational Trends, Elementary Secondary Education, Evaluation Methods, Mastery Tests, *Parent Attitudes, *Parent School Relationship, *Relevance (Education), *School Responsibility, Student Evaluation, Testing Problems
Identifiers-Minimum Competency Testing

Public distrust in schools should not be attributed to poorer schools or less able students; it exists because we have a different kind of parent and a different world ahead. Parents of today's children were trained not to accept the status quo, but to question; furthermore, underlying parents' concern about the schools is a fear that their children will not have a better life than they did. Parents want to be informed of school goals, evidence for their attainment, and action plans for unsuccessful areas. Parents should be sent all test scores and play an active role in report card design and format. Citizens of the school district are entitled to a year end progress report which would list and evaluate accomplishment of the year's goals and suggest goals for the following year. The report would include test score results, score comparisons beyond the school district, and a follow-up study of recent graduates. Before implementing minimal competency testing as a means to accountability, some caution is necessary. Are such tests valid measures of basic skills? How will they affect students who score below or far above the minimum? Most importantly, does mastery of basic skills ensure a productive job that will provide security, status, happiness, and fulfillment? (Author/CP)

ED 161 959 TM 008 052

Kir[illegible] Robert J.

GED Testing: The High School Equivalency Diploma. Preparation for Health [illegible] Career Advancement for American Indians and Alaska Natives.

Health Services Administration (DHEW/PHS), Rockville, Md. Indian Health Service.

Report No.-DHEW-HSA-74-12008

Pub Date-Sep 73

Note-134p.; Small print may be marginally legible

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors-Autoinstructional Aids, Bibliographies, Eligibility, *Equivalency Tests, *High School Equivalency Programs, *Program Descriptions, Senior High Schools, *State Legislation, *State Programs, *Student Certification, Test Items

Identifiers-*General Educational Development Program

Individuals who have not completed high school now have the opportunity to earn a high school diploma without returning to the classroom. This document presents a brief description of high school equivalency diploma programs, which are directed at the adult dropout. Pertinent information about the various equivalency diploma programs is presented alphabetically by state, for the United States, the District of Columbia, American Samoa, Canal Zone, Guam, Puerto Rico, and Trust Territory of the Pacific Islands. Included are program facts about administrative sources, conditions for qualification, residency requirements, military personnel opportunities, application procedures, approximate costs, testing locations, credit awarded for previous military education, in addition to sources of further information. Sample questions and answer sheets are also included in order to encourage familiarization with the substance and style of the examination. Pertinent self-study materials and sources containing more practice questions are also listed, with instructions for ordering. (BH)

ED 161 919 TM 007 689

King, Donald A. And Others

Data Collection Activities for the Second Follow-Up (August 1974 through June 1975). National Longitudinal Study of the High School Class of 1972. Final Report.

Research Triangle Inst., Durham, N.C. Statistics Research Div.
Spons Agency-National Center for Education Statistics (DHEW), Washington, D.C.
Pub Date-Jul 75
Note-112p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-*Data Collection, *Followup Studies, Graduate Surveys, High School Graduates, Longitudinal Studies, *National Surveys, *Questionnaires, *Research Methodology, Senior High Schools, Test Items
Identifiers-*National Longitudinal Study Followup Questionnaire, *National Longitudinal Study High School Class 1972

Data collection activities for the second follow-up survey of the National Longitudinal Study of the High School Class of 1972 involved contact with over 22,000 graduates. During the period from July 1974 through June 1975, survey activities included the mailout of newsletters to sample members, telephone tracing of those individuals whose newsletters and/or questionnaires were returned as undeliverable, mailing of letters to parents of respondents to advise them of their child's involvement in the study, questionnaire and postcard mailouts, mailgram and telephone contacts with nonrespondents at predetermined intervals, and field interviews with nonrespondents to mail efforts. Data collection for a reliability study was also conducted concurrently by both mail survey procedures and personal interviews with a subsample of 600 study members. These activities, along with recommendations for refining and improving data collection procedures to be utilized in the third follow-up survey, are described in this report. Newsletters, correspondence, and a complete follow-up questionnaire are appended. (Author/JAC)

ED 161 980

UD 018 612

Review of Research in Parental Involvement in Education, Interim Report: Low SES and Minority Student Achievement Study.

Austin Independent School District, Tex. Office of Research and Evaluation.

Pub Date-Jul 77

Note-13p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Academic Achievement, Elementary Education, Elementary School Students, *Lower Class Students, *Parent Child Relationship, *Parent Participation, Parent School Relationship, Preschool Children, Preschool Education, Research Reviews (Publications), Socioeconomic Background, *Socioeconomic Status

Educational research suggests that the involvement of parents of low socioeconomic status (SES) children in the educational process has a positive influence on the children's academic achievement. At the preschool level, studies in which parents were instructed concerning methods of promoting their children's intellectual development were found to be particularly successful in producing long-term improvements in the academic achievement of low SES children. A few studies also report success in improving the achievement of low SES children whose parents work as paraprofessionals in the school, or serve in an advisory capacity for preschool programs. At the elementary level, the limited research which is available indicates that parents who serve as tutors for their children can improve their children's academic achievement. More research on methods of improving academic achievement through parent involvement programs is still needed, but the research thus far has generally shown that such programs do have a positive effect on academic achievement. (Author)

ED 162 047 UD 018 843

Sorensen, Aage B. Tuma, Nancy Brandon
Labor Market Structures and Job Mobility. Discussion Paper No. 505-78.
Wisconsin Univ., Madison. Inst. for Research on Poverty.
Pub Date-78
Note-50p.; Paper prepared for presentation at the World Congress of Sociology (9th, Uppsala, Sweden, August 14-19, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Employer Employee Relationship, *Employment Experience, *Individual Characteristics, *Labor Market, *Occupational Mobility, Salary Differentials, *Socioeconomic Status, Wages

In this paper it is argued that there are fundamental differences among labor markets in the mechanisms that create the observed associations between socioeconomic attainment and the characteristics of individuals, and that these differences result from the nature of the employment relationship in different labor markets. In open-employment relationships, which predominate in secondary labor markets, employees are exposed to competition from other workers, and marginal productivity/human capital theory applies. In closed-employment relationships, which characterize primary labor markets, employees are protected from competition, and change in attainment takes place when employees obtain access to vacant jobs better than their current job. Evidence for different types of employment relationships in different labor markets is obtained from an analysis of job shifts using life history data on white men aged 30-39 in 1969. This analysis focuses on the transition rates to better and worse jobs as a function of personal resources, current job rewards, and the type of employment relationship. (Author/GC)

ED 161 940 TM 007 975

Weber, Margaret B.
The Effect of Choice Format on Internal Consistency.
Pub Date- 77
Note-13p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Academic Achievement, Achievement Tests, Guessing (Tests), *High Achievers, *Low Achievers, *Multiple Choice Tests, *Response Style (Tests), Secondary Education, *Test Construction, Testing Problems, Test Items, *Test Reliability
Identifiers-Distractors (Tests), *Teacher Developed Tests

The effects of different choice formats on the reliability of teacher-made tests were examined for high and low achievers. The first study examined the effect of 3 and 5 choice items on the reliability of dichotomously scored teacher-made tests. The second study examined the effect of 3 and 4 choice items on the reliability of similarly designed tests. The results indicated that reliability was not improved by decreasing the number of choices for the high achievers. However, reliability was improved with more choices for low and average achievers. (Author/CTM)

ED 161 900 TM 007 515

Sanner, Richard L.
Chi Square or K-S? That is the Question.
Pub Date- 74
Note-12p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Comparative Statistics, *Data Analysis, Goodness of Fit, *Rating Scales, Sampling, *Statistical Analysis, *Tests of Significance
Identifiers-*Chi Square, *Kolmogorov Smirnov Test

Two types of statistical analyses of rating scale data are discussed. An example, with its accompanying mathematical calculations for each type, is presented; and the advantages and disadvantages of each method are compared. It is judged that the little-known and seldom-used Kolmogorov-Smirnov one-sample test should be reexamined because of its ease of use, retention of information, considerable power, and unique appropriateness for use with small samples. When the educational practitioner needs to analyze descriptive data, the Kolmogorov-Smirnov test should be given serious consideration. (Author/CTM)

ED 161 960 TM 008 188

Bossone, Richard M.
Minimum Competencies: A National Survey.
City Univ. of New York, N.Y. Center for Advanced Study in Education.
Report No.-CASE-11-78
Pub Date-78
Note-162p.
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors-*Basic Skills, *Educational Needs, *Educational Objectives, Higher Education, *National Surveys, Needs Assessment, Participant Characteristics, Performance Based Education, *Public Opinion, Questionnaires, Secondary Education, *Skills, Student Evaluation, Student Needs

During the academic year 1977-78 a national survey was conducted to identify those competencies which various segments of the population consider important for functioning adults, and to ascertain which competencies should be taught in the schools. Data presented in this study are based on 2,908 questionnaire returns from 2,284 students (mostly in high school), 245 parents, 144 teachers, 86 administrators, 43 school board members, 75 employers, and 31 legislators. All groups sampled were asked to rate the importance of 54 adult competencies relating to employment, government and law, health, consumer economics, and community resources; and to indicate if such tasks should be taught in the schools. Five competencies were so designated: applying for a job, voting, interpreting payroll statements, selecting a balanced meal, and preparing budgets. Parents, teachers, and administrators were asked to indicate the degree of proficiency they believed the majority of students have achieved in reading, writing, arithmetic, listening, and speaking; the other groups were asked to identify student problems in these areas. Students had a higher opinion of their abilities than did adult respondents, particularly teachers, administrators and board members. When asked to identify the desirable approach for a minimal competency program, all groups favored giving equal emphasis to teaching academic skills and adult competencies. Relevant background information for each of the groups is also presented. (CP)

ED 162 002 UD 018 698

May, Les And Others

Metropolitan Planning Project, 1973-75. Final Performance Report.

Metropolitan Planning Project, Newton, Mass.

Pub Date-Oct 78

Note-22p.; For related documents, see UD 018 596, UD 018 697, and UD 018 699; Not available in hard copy due to reproduction quality of the original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-City Wide Programs, *Educational Programs, Elementary Secondary Education, *Human Relations Programs, Minority Groups, *Program Development, *Program Effectiveness, Program Evaluation, *School Integration

Identifiers-*Massachusetts (Boston), *Metropolitan Planning Project

This report summarizes the development of the Metropolitan Planning Project's (MPP) plan to voluntarily eliminate racial and ethnic isolation within the schools of the Boston metropolitan area for the periods July 1973 through June 1974, and October 1974 through September 1975. Included in this summarization are a description of the population benefiting from the Project and an outline of the Project's objectives and its accomplishments. The planned activities undertaken and actual accomplishments of each objective are presented separately. (EB)

ED 162 025 UD 018 741

Valiant, Sharon

People* Working . . . *Especially Women . . . A Book of Materials, Activities, and Ideas for the Classroom Teacher.

Rutgers, The State Univ., New Brunswick, N.J. Training Inst. for Sex Desegregation of the Public Schools.

Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.

Pub Date-Jan 76

Note-28p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Annotated Bibliographies, Career Awareness, Career Opportunities, *Educational Resources, Elementary Secondary Education, *Females, *Resource Guides, Sex Fairness, United States History, *Womens Studies, *Working Women

This bibliography lists publications and other media, historical facts, and suggestions for activities that show women as working and accomplishing people. Materials are from all grade levels (K-12) and many subject areas. Arrangement is in three sections. Part I deals with women who have worked but not for wages, the pioneer, the homemaker, and the black slave. Women wage earners past and present are cited in Part II. Professions discussed include medicine and science, the arts, literature, the labor movement, politics and music. Materials and ideas related to career opportunities for women today are included in Part III. Organizations that publish career guidance materials are listed in this section. (Author/KR)

Morra, Linda G.

The Discrepancy Evaluation Model: A Strategy for Improving a Simulation and Determining Effectiveness.

Pub Date-Mar 78
Note-26p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Educational Assessment, Educational Change, *Educational Games, Evaluation Criteria, *Evaluation Methods, *Input Output, *Input Output Analysis, Models, Objectives, Rating Scales, Research Design, *Simulation, *Standards, *Summative Evaluation, Validity
Identifiers-*Discrepancy Evaluation Model

This paper presents the Discrepancy Evaluation Model (DEM) as an overall strategy or framework for both the improvement and assessment of effectiveness of simulation/games. While application of the evaluation model to simulation/games rather than educational programs requires modification of the model, its critical features remain. These include: (1) the comparison of a standard to performance and identification and resolution of discrepancy information; (2) the recognition of evaluation stages which encompass planning, implementation, monitoring and assessment functions; (3) the concept of stage recycling; and (4) the development of a design and evaluation plan for each stage. Discrepancy information is important in each of four evaluation stages: pre design, design, input/process, and output. Each stage requires the comparison of standards to performance, that is, a discrepancy analysis. Borrowing from systems analysis concepts, standards are operationally defined as input (resources), process (activities), and output (objectives). An evaluation plan is also developed for each stage to raise evaluation concerns, formulate questions, select measurement instruments, and specify the criterion for satisfactory performance. The appendix includes two measurement instruments. The first is a guide to classifying simulations, and assessing the advantages and disadvantages of the selected format against the developer's objectives. The second is a ten-item rating scale incorporating eight concepts which the literature indicates are important in determining the face validity of a simulation. (Author/CP)

ED 161 920 TM 007 692

Lewis, Louise Levinsohn, Jay
School File Documentation. National Longitudinal Study of the High School Class of 1972.
Research Triangle Inst., Durham, N.C. Center for Educational Research and Evaluation.
Spons Agency-National Center for Education Statistics (DHEW), Washington, D.C.
Pub Date-Aug 76
Note-162p.; Not available in hard copy due to marginal legibility of some parts
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Case Records, *Data Collection, Evaluation Criteria, Followup Studies, Graduate Surveys, High School Graduates, *Institutional Characteristics, Item Analysis, Longitudinal Studies, *National Surveys, *Questionnaires, Secondary School Counselors, *Senior High Schools, *Statistical Data, Test Items
Identifiers-*National Longitudinal Study High School Class 1972

This document describes the contents of the 1976 National Longitudinal Study (NLS) of the High School Class of 1972 school file and is a companion file to the student-based 1976 NLS master file. Section one is an introduction to the document, and explains that the NLS school file is composed of 1,318 school records. The school file includes information about the environment, staff, procedures, facilities, and curricula of the NLS sample high schools. Section two contains copies of the School Questionnaire and Counselor Questionnaire data collection instruments. Section three serves as a quick guide to the contents of the school file and contains a summary listing of each variable contained in it. The listing provides, for each variable, the variable number, the short label, the location of the decimal point, the tape position, and a long label. Section four presents a complete listing of the variables and variable frequency distributions in the data file. For each variable in the file, the variable number, a short variable lable, the type location, a longer variable description, and a completely labeled frequency distribution are presented. (Author/JAC)

ED 161 941 TM 007 976

Rogers, Bruce G.

Effects of Type of Instructions on the Characteristics of an Affective Instrument.

Pub Date-Mar 78

Note-10p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Toronto, Ontario, Canada, March 27-31, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Affective Tests, Higher Education, Overt Response, *Performance Factors, Rating Scales, *Reaction Time, *Response Style (Tests), Scores, *Testing, Test Reliability

The manner in which instructions to respondents influenced the psychometric results of an affective instrument was examined. Undergraduate students enrolled in an educational measurement course were randomly assigned to either immediate response or careful response treatments. A fifteen-item attitude scale was administered to both groups. The immediate reaction group was instructed to rely on their first impressions of the items and were advised not to go back once they had responded to a statement. The careful response group was instructed to be as sincere and accurate as possible in their answers and to feel free to change responses if necessary. For each group, coefficient alpha was computed as an estimate of internal consistency. The t-test and discriminant analysis were used to contrast the two data sets. No item types could be identified to differentiate between the two groups of respondents. In addition, instrument reliability and total scores were not significantly different under either condition of instructions. (Author/JAC)

ED 161 981 UD 018 633

Sanday, Peggy R. And Others

Simultaneous Equations Models of the Educational Process for U.S. Minority Students: An Analysis of the EEOS and NLS of 1972 Data. Final Report.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jun 78
Note-367p.; For a related document, see ED 097 404; Not available in hard copy due to reproduction quality of the original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Academic Achievement, Cultural Pluralism, *Educationally Disadvantaged, *Educational Needs, *Environmental Influences, Family Environment, Government Role, *Minority Group Children, Racial Segregation, Secondary Education, Self Esteem, Social Factors, Socioeconomic Influences, Student Teacher Ratio, *Teacher Influence, Urban Schools

This report focuses on the education of ninth and twelfth grade minority students living in an urban environment. An explanatory model is employed to analyze each minority group separately. Both the external conditions in which the children live and school conditions and resources that may constrain or facilitate learning are examined in detail. The results demonstrate that the educational process has multiple, interrelated outputs. Belief in the ability to control one's environment and participation in a college preparatory program seem to exert important influences on achievement. Self esteem and internal control seem to play quite different roles, although they correlate highly with each other. The pupil's need of achievement seems influenced by many of the endogenous variables, but it affects only expectations. The results also show that variables associated with the school, such as the racial composition of the classrooms, teachers' ability, teachers' experience, the number of teachers per pupil, and problems in the school, all seem to have important effects on the endogenous variables. According to the results, improving the quality of the teachers in the school will have major beneficial effects on school outputs. (Author/EB)

ED 162 048 UD 018 844

Weisbrod, Burton A.

Research on Economic Education: Is It Asking the Right Questions? Discussion Paper No. 510-78.

Wisconsin Univ., Madison. Inst. for Research on Poverty.
Pub Date-Sep 78
Note-24p.; Paper presented for the Annual Meeting of the American Economics Association (Chicago, Illinois, August 31, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Economic Education, Educational Change, *Educational Problems, *Educational Strategies, Elementary Secondary Education, Incentive Systems, Postsecondary Education, *Teaching Methods

Most research on economics education has focused on the production function for teaching economics in colleges and universities. This concentration on higher education is notable because the majority of students never go to a four-year college. They therefore have access to formal economics education only in high school or junior college, if at all. Moreover, the concentration of the research on teaching in schools (at any level) overlooks the fact that most people never have and never will take an economics course. For these people, learning economics occurs through newspaper columns, magazine articles, television, and other mass media. But research on the effectiveness of these mechanisms is essentially nil. Whatever the effectiveness may be of current means of teaching economics, and whatever the associated costs, a key question remains: What incentives exist for the adoption of efficient instructional approaches? Do the instructors or administrators who choose the production techniques to be used in teaching economics (e.g., professors versus teaching assistants, larger versus smaller class sizes, one textbook versus another) have the incentives to choose efficiently? This is another important area on which the existing research on economic education is silent. (Author/GC)

ED 161 901 TM 007 525

Stahl, Albert F.

School Health Curriculum Project for Southeastern Michigan. Evaluation Report: School Implementation of Program.

American Lung Association of Southeastern Michigan.

Pub Date-Jul 76

Note-46p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Administrator Attitudes, *Curriculum Evaluation, Feasibility Studies, Grade 4, *Health Education, Intermediate Grades, Observation, *Pilot Projects, Principals, *Program Development, *Student Attitudes, *Teacher Attitudes

This fourth grade project was piloted in seven Detroit area schools to ascertain whether the School Health Curriculum could be implemented on a broader scale. It was anticipated that the majority of the schools would be unable to finish all units of the curriculum, so student achievement was not assessed. The evaluation focused instead on observation of the school setting to determine the degree of curricular implementation, and on assessing the attitudes of students, teachers, principals, and non-participating teachers toward the project. Included in this evaluation report are summary results of the site visitations and interviews, and of the student, teacher, principal, and non-participating teacher surveys. The on-site observer confirmed that although three schools reported completing all seven units of the curriculum, only one did in fact complete all. Student attitudes toward health instruction were quite positive compared to their attitudes toward reading, math, social studies and science. Principals thought highly of the project, but some expressed concern about financing and training teachers for its broad scale implementation. Teachers were also positive about the project and exceedingly positive about students' reaction to it. Non-participating teachers indicated they were interested in participating, but their interest was attributed more to curiosity than to knowledge of the program and its benefits. Apparently the project can be implemented full-scale, given sufficient training, space, and supportive services. Future studies should focus upon differences in achievement and in student attitudes toward health instruction. (Author/CP)

Arnoff, Steven M. And Others

Metropolitan Planning Project, 1975-77. Final Performance Report.

Metropolitan Planning Project, Newton, Mass.

Pub Date-Oct 78

Note-150p.; For related documents, see UD 018 596 and UD 018 697-698; Three pages of copyrighted material have been deleted from the appendices; Not available in hard copy due to reproduction quality of the original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Anti Segregation Programs, City Wide Programs, Curriculum Guides, Educational Assessment, *Educational Programs, Elementary Secondary Education, *Human Relations Programs, Minority Groups, Program Administration, *Program Development, *Program Effectiveness, Program Evaluation, *School Integration

Identifiers-*Massachusetts (Boston), Metro Ethnic Heritage Resource Centers, Metropairways, Metropathways, *Metropolitan Planning Project

This report summarizes the development of the Metropolitan Planning Project's (MPP) plan for the phased elimination of racial and ethnic isolation in the schools of the Boston metropolitan area by voluntary means, covering the period from October 1975 through September 1976. A specific description of the number and characteristics of the population benefiting from MPP is presented in terms of its three component programs: METROPATHWAYS, METROPAIRWAYS, and the METRO ETHNIC HERITAGE RESOURCE CENTERS (MEHRC). The statement of accomplishments of the MPP are compiled by individual program. Goals, objectives, and activities specified in the MPP proposal for each of the component programs are provided in the Appendix. Also appended are METROPATHWAYS curriculum guides, student workshop agendas, school attendence records, and grade performance. (EB)

ED 162 026 UD 018 742

Countiss, Joyce R. And Others
Equity in School Athletics: A Guide.
Rutgers, The State Univ., New Brunswick, N.J. Training Inst. for Sex Desegregation of the Public Schools.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Nov 77
Note-27p.; Parts may be marginally legible due to small type
Available from-Training Institute for Sex Desegregation of the Public Schools, University Extension Division, Federation Hall, Douglass College, Rutgers, The State University of New Jersey, New Brunswick, New Jersey 08903 ($2.50)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Affirmative Action, Athletes, Athletic Coaches, *Athletic Programs, Coeducation, Elementary Secondary Education, *Nondiscriminatory Education, *Physical Education, Program Administration, Sex Differences, *Sex Discrimination, Womens Athletics
Identifiers-*Equity, *New Jersey

Titles VI and IX require coeducational physical education classes and equity in athletic offerings and coaches' salaries, and prohibit sex discrimination in public schools. In New Jersey, compliance with the law is in the best educational interest of both male and female students. Educators leading intramural and interscholastic athletics programs who are attempting to enforce affirmative action should adopt guidelines for compliance. Organizational patterns for equity in interscholastic athletics include options such as these: (1) integration of the entire program so that all teams are open to both sexes; (2) separate but equal teams coordinated through a joint scoring and scheduling system; and (3) a combined approach, in which both separate and mixed sex teams exist equally in each season. On the other hand, intramural and club activities should be entirely coeducational. For equal physical education programs, coaches of etiher sex who are qualified should be found and hired for male, female, or co-ed teams. Further, coaching salaries should be reviewed to see if a pattern of discrimination is evident. Good public relations and publicity should be attained and used equitably to promote interest and provide rewards to both male and female athletes. (Author/KR)

Profiles of School District Performance 1976-77. A Guide to Interpretation.

California State Dept. of Education, Sacramento. Office of Program Evaluation and Research.
Pub Date-77
Note-36p.; For related documents, see ED 142 571, 007 143, 150, 151, and 152
Available from-Bureau of Publications, California State Department of Education, P.O. Box 271, Sacramento, California 95802
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Academic Achievement, Achievement Tests, Basic Skills, Elementary Secondary Education, *Norms, *School Districts, Scores, *State Programs, Student Characteristics, Student Testing, Test Construction, *Testing Programs, *Test Interpretation, Test Results
Identifiers-California, *California Assessment Program

This document is designed to help the reader understand the district profiles of the California statewide testing program. These data assist the reader to compare a districts' performance with that of previous years and of other districts, especially those with similar characteristics. A brief description of the development and content of the tests and of the test administration is given. A sample profile of school district performance is given with fictional data used to exemplify how data may be interpreted. The form presents district mean scores for two or three years separately for reading in grades 2, 3, 6, and 12, and for written expression, spelling, and mathematics in grades 6 and 12. The next area presents district percentile ranks for the same mean scores together with a ``comparison band'' indicating the range for the middle 50 percent of districts with similar background characteristics based on entry level test scores and various socioeconomic indicators. A number of questions about the program and answers are presented as well as percentile distributions of district means for tests and background factors. (Author/CTM)

ED 161 942 TM 007 977

Fillos, Rita M. Megoon, A. Jon

Evaluation Acceptance in Elementary School Teachers: A Construct Validation and Description of the Meaning of Standardized Achievement Testing.

Pub Date- Mar 78

Note-38p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Achievement Tests, *Anxiety, Educational Accountability, Elementary School Teachers, Evaluation Methods, Grade 3, *Information Utilization, Primary Education, *Standardized Tests, State Programs, Student Testing, *Teacher Attitudes, *Test Results

Identifiers-Construct Validity

The meaning of standardized achievement testing to 50 third-grade teachers was investigated through a construct validation procedure using questionnaires and structured open-ended interviews. Subjects were from 18 schools performing distinctly above or below prediction on the Delaware Educational Assessment Program Longitudinal Study. Multimethod-multitrait procedures show the construct, evaluation acceptance, as valid, consistent, and distinct from trait anxiety. The meaning underlying the construct has dual evaluative dimensions, unanimously salient potency dimensions, and a deficient knowledge base. Implications are proposed for teacher education, state assessment models, administrative adjustments, and research on causal influences of teacher attitudes on testing. (Author/CTM)

ED 161 961 TM 008 204

Haladyna, Tom
The Affective Reporting System.
Pub Date-78
Note-45p.; For related document, see ED 139 837 ; Parts may not reproduce clearly due to print quality
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Attitude Tests, Correlation, Elementary Education, Factor Analysis, *Item Analysis, Program Attitudes, *School Attitudes, *Student Attitudes, Testing, *Test Reliability, *Test Validity
Identifiers-*Affective Reporting System, Construct Validity, Me (Test), Test Manuals, What I Like Best (Test)

The lack of a suitable research instrument on attitudes of elementary school children toward school and subject matters has limited the quality and extent of research on school attitudes. The Affective Reporting System was conceived to fill this need. It consists of two instruments ME and What I Like Best (WILB), each possessing two versions: primary (grades 1-3) and intermediate (grades 4-6). The primary version measures attitudes toward reading, math, physical education, art and music; the intermediate version has added social studies and science. ME also has an attitude toward school scale. Both instruments measure essentially the same attitudes but in different ways ME uses a three-point rating scale, while WILB uses the forced choice paired comparison technique. The results of a study of the reliability and construct validity of measures of attitudes are reported. Both tests were administered to 2,846 elementary school children. Internal consistency estimates of reliability for ME were reasonably high while WILB had less than satisfactory reliability estimates. Construct validity was clearly demonstrated for ME; WILB lacked construct validity when used in the primary grades sample and possessed moderate construct validity when used with the intermediate grades sample. It was concluded that these tests could efficiently provide reliable and construct valid measures of attitudes in a wide variety of applications. Instructions for administering, scoring, and interpreting ME and WILB, as well as forms of each test, are included. (Author/CP)

ED 161 921 TM 007 693

First Follow-Up Survey. Final Methodological Report. Longitudinal Studies of Educational Effects. National Longitudinal Study of the High School Class of 1972.
Research Triangle Inst., Durham, N.C. Center for Educational Research and Evaluation.
Spons Agency-National Center for Education Statistics (DHEW), Washington, D.C. Educational Data Standards Branch.
Pub Date-Mar 76
Contract-OEC-0-73-6666
Note-220p.; Parts may not reproduce clearly due to colored ink
EDRS Price MF-$0.83 HC-$11.37 Plus Postage.
Descriptors-Annotated Bibliographies, *Attrition (Research Studies), Data Analysis, *Data Bases, Data Collection, *Followup Studies, *Graduate Surveys, *High School Graduates, Longitudinal Studies, National Surveys, *Research Methodology, Sampling, Senior High Schools, Student Characteristics
Identifiers-National Longitudinal Study Followup Questionnaire, *National Longitudinal Study High School Class 1972, Sampling Error

A major purpose of the National Longitudinal Study of the High School Class of 1972 (NLS) was to provide a data base for studies concerned with the relationship between high school experience and experience in the years immediately following graduation. This methodological report is designed to facilitate use of the data base. The sample was designed to be as representative as possible of all twelfth graders in the United States in 1972 and included over 18,000 participants from 1,069 schools. The first followup questionnaire asked about educational, employment, and/or military status in October 1972 and 1973. Repeated efforts resulted in a 61% followup response. Two data files were developed: a master file and a release file. Because the NLS sample was stratified, multistage, and clustered, a system of weights was developed to provide unbiased sample estimates; sampling error estimates were developed. Various composite scores were developed for academic ability, socioeconomic status, and psychological attributes. Two methodological studies were concerned with the problem of nonparticipating schools. The final chapter describes some of the results of studies based on the NLS data. The appendices contain an annotated list of 25 followup studies and examples of questionnaires used in the followup. (CTM)

Third World Population in California. Intern Research Project.
California State Office of the Lieutenant Governor, Sacramento.
Pub Date-Jun 77
Note-12p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Census Figures, Ethnic Groups, *Immigrants, *Minority Groups, *Needs Assessment, *Population Growth, *Population Trends
Identifiers-*California

It is clear that California is rapidly becoming a State composed primarily of Third World minorities. Each year since 1970, minorities have increased by an average of 14.3 percent of the total population. Even though some minority groups go undetected, a good case can be made by those who wish to argue for a still higher percentage. The State and the Federal government have failed to recognize this emerging phenomena and consequently are, and will be, unprepared to meet the challenge to provide for this type of population realignment. By 1990, the majority of California's population will be minority peoples. Now is the time for responsible public policy-makers to begin implementation of necessary programs to accomodate these groups. (Author/EB)

ED 162 049 UD 018 845

Danziger, Sheldon Plotnick, Robert

Can Welfare Reform Eliminate Poverty? Discussion Paper No. 517-78.

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Pub Date-Aug 78
Note-33p.; Paper prepared for presentation at the Annual Meeting of the American Sociological Association (San Francisco, California, 1978); Not available in hard copy due to reproduction quality of the original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Economic Change, Federal Programs, *Government Role, *Income, *Low Income Groups, Poverty Research, *Program Effectiveness, *Social Change, Welfare Problems, *Welfare Services
Identifiers-*Program For Better Jobs And Income

This paper describes the existing welfare system, outlines the problems with the system that have led to its being characterized as a mess,'' and presents the principles on which Carter's reform proposals are based. It then analyzes the level and trend in poverty since 1965 and the anti-poverty effect of income maintenance programs in general and welfare programs in particular. The contradictions inherent in the goals of eliminating poverty and reforming welfare are discussed and are analyzed with reference to the proposed Program for Better Jobs and Income. It is concluded that if poverty is to be eliminated, there must be a greater emphasis on increasing the employment or social insurance income, rather than the welfare income, of the poor. (Author/GC)

ED 161 902 TM 007 532

Webster, Raymond E. And Others

An Individualized Method for Assessing the ``Learning Disabled'' Child.

Pub Date-Oct 77

Note-20p.; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (8th, New York, New York, October, 1977)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Achievement Tests, *Diagnostic Tests, Educable Mentally Handicapped, *Educational Diagnosis, Elementary Secondary Education, Emotionally Disturbed, *Intelligence Tests, *Learning Disabilities, Physically Handicapped, *Predictive Ability (Testing), Predictor Variables, Test Validity

The diagnosis of children as learning disabled (LD) has become an increasingly popular diagnostic rubric, but the operational definition of ``learning disabled'' remains a vague, ill-defined construct which is based upon diagnosis by exclusion of other obvious causes. Diagnostic test results and cultural and familial information taken from case files of children who had been diagnosed as either LD, educable mentally handicapped, emotionally disturbed, or physically handicapped were examined relative to their discriminative efficacy in differentiating between the four diagnostic groups. A total of 1,596 children between the ages of 6 and 17 years, with close to average intelligence, were used in this study. Discriminant functions analyses were performed on 52 variables; these analyses consistently failed to discriminate LD children from the other three groups. A transpose factor analysis was performed on groups by chronological age, in intervals of three years. Finally, ANOVA's were performed on 17 variables. It was impossible to discriminate between the four diagnostic groups by any of these methods. A more appropriate diagnostic model which accounts for the child's unique processing (organizing, storing, rehearsing and retrieving) of information relative to his content base and ability to perform a corresponding behavior is proposed. (Author/CTM)

ED 162 004 UD 018 700

Center for Minority Group Mental Health Programs, Division of Special Mental Health Programs. Active Grants (Abstracts).

National Inst. of Mental Health (DHEW), Rockville, Md. Center for Minority Group Mental Health Problems.

Pub Date-Jan 78

Note-64p.; Not available in hard copy due to reproduction quality of the original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Annotated Bibliographies, Community Programs, *Mental Health, *Mental Health Programs, *Minority Groups, Regional Programs, State Programs

This document serves as a bibliography of various programs, projects, and research being undertaken in the field of mental health throughout the United States. All listings include: (1) project number; (2) amount of award; (3) budget and project periods; (4) sponsoring organization and/or individual; (5) title, emphasis, descriptors, and target population; and (6) a short abstract which describes the program or research being carried out. (Author/EB)

ED 161 943 TM 007 978

Petrosko, Joseph M.
Evolution of Educational Measurement in the 1970's: Changes in Elementary Level Standardized Tests.
Pub Date-Mar 78
Note-22p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Toronto, Ontario, Canada, March, 1978); For related documents, see ED 044 446 and 143 670
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Affective Tests, Cognitive Tests, Educational Practice, *Educational Trends, Elementary Education, *Evaluation Criteria, Evaluation Methods, *Standardized Tests, *Student Testing, Test Reliability, *Test Reviews, Test Validity

Test evaluation summaries completed by the Center for the Study of Evaluation in 1970 and 1976 were used to determine changes in test quantity and quality among elementary-level standardized instruments. In the earlier studies, the instruments were rated in four general areas: measurement validity, examinee appropriateness, administrative usability, and normed technical excellence. Ratings covered critical indicators of test quality including reported validity and reliability and quality of score distribution. To determine changes in quantity, a cross-tabulation was constructed for 1970 and 1976 data showing the number of tests available for 41 educational goal areas at each grade level. The qualitative analysis focused on tests of: attitudes, values and motivation; reasoning, arithmetic operations, and reading readiness. Quality ratings were compared for concurrent and predictive validity and test reliability. The number of tests evaluated in each educational goal area in 1970 and 1976 are included, as well as the numbers and percentages of tests rated for validity and reliability. Results indicated that the quantity of elementary level standardized tests increased greatly and that increases were proportionally consistent within subject areas. However, despite an enormous growth in the number of tests, a parallel growth in quality did not occur. (Author/JAC)

ED 161 983 UD 018 649

Harker, Richard K.

Cognitive Style, Environment and School Achievement: A Cross-Cultural Study. Delta Research Monograph No. 1.

Massey Univ. (New Zealand). Education Dept.
Pub Date-77
Note-54p.; Not available in hard copy due to author's restriction; Pages 40-47 will not reproduce well due to the marginal legibility of the original document
Available from-Delta, Education Department, Massey University, Palmerston North, New Zealand ($0.50 N.Z.)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Academic Achievement, *Cognitive Style, *Cultural Differences, Elementary Education, *Environmental Influences, *Ethnic Groups, Socialization, Socioeconomic Status
Identifiers-Maori, *New Zealand, Pakeha

The purpose of the study is to evaluate the influence of qualitative cognitive differences (cognitive style) as a mediator between environmental circumstances (including ethnicity) and achievement measures. The concept of cognitive style is examined, particularly as it relates to school achievement differences between different sub-population groups. Literature which discusses the relationship between demographic variables such as race, sex, ethnic background and socioeconomic status is summarized. This literature is then expanded upon and applied, along with the concept of cognitive style, in comparing school achievement differences of Maori and Pakeha children from similar environmental circumstances in New Zealand. Hypotheses derived from the literature surveyed are tested against data collected for the Maori-Pakeha study. Findings are presented in comparative tables and discussed, and a copy of a cognitive style test is appended. It is suggested that the influence of school environments on preferred modes of cognition is probably strong enough to overcome any differences arising from socialization due to ethnicity. (Author/EB)

ED 162 027 UD 018 743

Strategies for Equality: Guidance, Social Studies, Physical Education.

Rutgers, The State Univ., New Brunswick, N.J. Training Inst. for Sex Desegregation of the Public Schools.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Jan 78
Note-121p.
Available from-Training Institute for Sex Desegregation of the Public Schools, University Extension Division, Federation Hall, Douglass College, Rutgers, The State University of New Jersey, New Brunswick, New Jersey 08903 ($3.00)
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-Curriculum Guides, Elementary Secondary Education, *Equal Education, *Guidance, Learning Activities, *Nondiscriminatory Education, *Physical Education, Racism, Sex Discrimination, *Sex Fairness, Sex Role, Sex Stereotypes, *Social Studies, Womens Athletics

This document contains descriptions of projects in guidance, physical education and social studies which were developed by participants in workshops for nondiscriminatory curriculum development training. Projects and appendices in the guidance section include plans for field trips and open houses in nontraditional careers for men and women; for revision of a high school planning guide to meet sex-fair regulations; and for computing of new sex-free norms for an aptitude test. Physical education studies include: a survey of student interest in sports, looking toward the establishment of an intramural sports program; a workshop for community recreational personnel and school staff in the equal education laws; coeducational units in new sports areas, such as wrestling, square dancing, slimnastics and weight training; and a coeducational elementary obstacle course unit. Among the social studies projects listed are: an inservice workshop for staff, a consciousness raising unit for middle and high school students; a local history research project involving women as subjects; and a study of women in history, utilizing biography and an enactment of the Susan B. Anthony trial. (Author/KR)

ED 161 882 TM 007 150

Technical Report of the California Assessment Program.

California State Dept. of Education, Sacramento. Office of Program Evaluation and Research.
Pub Date-77
Note-218p.; For related documents, see TM 007 143, 149, 151, and 152
Available from-Bureau of Publications, California State Department of Education, P.O. Box 271, Sacramento, California 95802 (no charge)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Academic Achievement, Achievement Tests, Basic Skills, Elementary Secondary Education, *Norms, *Program Descriptions, Scores, *State Programs, *Statistical Analysis, Student Characteristics, Student Testing, Tables (Data), Test Construction, *Testing Programs, *Test Interpretation, Test Reliability, Test Results, Test Validity
Identifiers-California, *California Assessment Program

This technical report describes the procedures followed in developing the tests used in the California Assessment Program, the underlying principles of the program, the statistical characteristics of the tests, and the evidence that has been accumulated relating to the validity and reliability of the tests. The report also presents complete descriptions of the process of computing the scores and comparison score bands reported on the 1974-75 and 1975-76 reports for the schools and school districts in California. Background factors included: Previous test scores, socioeconomic index, percent bilingual, percent in Aid to Families with Dependent Children, parental education, and student mobility. Explanations are given for the statistical procedures that were used. The appendices contain correlation matrices and norms tables. (Author/CTM)

UD

ED 161 962 UD 017 269

Heintz, Paul Kastner, Sheldon

Evaluation of Selected New York City Board of Education Umbrella Programs for the 1974-1975 School Year.

New York Univ., N.Y. Center for Field Research and School Services.

Pub Date-Jul 75

Note-238p.; For a related document, see ED 137 458; Function Numbers 20-53404; 20-53415-16; 20-53419-36

EDRS Price MF-$0.83 HC-$12.71 Plus Postage.

Descriptors-*Educational Programs, Elementary Secondary Education, Inservice Teacher Education, Parent Education, Preschool Education, *Program Content, Program Coordination, *Program Descriptions, *Program Effectiveness, *Program Evaluation, *Special Programs

Identifiers-*New York (New York)

This document provides descriptions, a list of evaluation procedures, findings and summaries, conclusions, and recommendations for each of twenty-one programs held in New York City Schools. Programs for parents, teachers, tutors, reading, mathematics, English, educational development, basic skills, Afro-American history, and mental hygiene are included. (Author)

ED 162 005 UD 018 701

Chan, Adrian And Others
Advocate Counseling and Institutional Racism.
Pub Date- 78
Note-37p.; For related documents, see UD 018 667-668
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Case Studies, Counseling Effectiveness, *Counseling Theories, Economically Disadvantaged, *Individual Counseling, *Institutional Role, *Minority Groups, Positive Reinforcement, Psychotherapy, *Racism, *Self Help Programs, Sex Discrimination
Identifiers-*Advocate Counseling Model

This paper presents a perspective on advocacy and Advocate Counseling and its relationship to institutional racism. The Advocate Counseling Model is described as a vehicle for teaching citizens to act in an assertive and affirmative manner when confronted with public and private institutional problems, including institutional racism. Legal research, due process procedures, construction of alternatives and consequences, action steps, and therapeutic counseling are described as the basic steps in the implementation of this approach. Four case studies related to racism and sexism are presented to demonstrate the model and its efficacy. (Author/EB)

Joseph, Andre

Juvenile Delinquency and the Black Personality Profile.

Pub Date- 77
Note-9p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Black Students, Higher Education, *Individual Characteristics, Middle Class College Students, *Norms, Personality Assessment, *Personality Tests, Racial Characteristics, Racial Differences, Sex Differences, *Test Bias
Identifiers-California Psychological Inventory, Minnesota Multiphasic Personality Inventory

In a university with a large black middle class population, a study using 35 undergraduate students was carried out to ascertain the validity of personality assessment specifically the Minnesota Multiphasic Personality Inventory (MMPI) and the California Psychological Inventory (CPI) for black populations. The impetus for this study was the observation that an extremely high proportion of black personality profiles were invalid for instructional purposes in a personality assessment course. It appeared that the profiles of these black college students on both tests were grossly distorted toward the abnormal, probably due to differences in socialization between black and white populations. An average profile was developed for male and female black subjects. By comparing the profiles of the twenty-seven subjects who took both the MMPI and the CPI, it appeared that both tests could be viable means of prediction in the black community if they were properly standardized for that subgroup. It is believed that a new set of norms should be developed for the black subject (and any persons in the lower socioeconomic levels of society), since the present norms are obviously biased against such subgroups. (Author/CTM)

ED 161 922 TM 007 863

Cliff, Norman And Others

Implied Orders As A Basis For Tailored Testing. Final Report. Technical Report No. 6.

University of Southern California, Los Angeles. Dept. of Psychology.

Spons Agency-Office of Naval Research, Washington, D.C. Personnel and Training Branch.

Pub Date-Apr 78

Contract-N00014-75-C-0684

Note-50p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Group Tests, Individual Tests, *Mathematical Models, Research Reviews (Publications), *Simulation, *State of the Art Reviews, *Testing, Testing Problems, *Test Reliability, Theories

Identifiers-Adaptive Testing, Computer Assisted Testing, Monte Carlo Methods, *Tailored Testing, *Test Theory

The research from a four-year project of implied orders tailored testing is summarized. The method of implied orders testing combines the principles of ordinal measurement with the concept of the Guttman scale as an ideal. The basic principle for dichotomous items is that either an item is missed and dominates'' a person or it is answered correctly and the person dominates'' the item. From the persons-by-items matrices, it is possible to compute a single ordered dimension for both persons and items. In a tailored testing context with an incomplete data matrix, it is possible to compute the implied order for the missing data. These procedures have been applied to both group and individual testing situations and to Monte Carlo and other simulations as well as to data generated by human subjects. The research includes the production of computer programs for tailored testing, contributions to test theory from an ordinal perspective, and a pattern for research on all types of tailored testing. Recommendations for additional research projects are included. (Author/CTM)

ED 162 006 UD 018 702

Title I ESEA, Fiscal Year 1978. Commonwealth of Massachusetts.

Massachusetts State Dept. of Education, Boston. Bureau of Curriculum Services.
Pub Date-78
Note-23p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Academic Achievement, Community Involvement, *Compensatory Education Programs, Educationally Disadvantaged, Elementary Secondary Education, Inservice Programs, Parent Participation, Private Schools, *Program Evaluation, Public Schools, *State Federal Aid, *Statistics
Identifiers-*Elementary Secondary Education Act Title I, *Massachusetts

This statistical report reviews Massachusetts Title I projects in terms of: the population served; participating schools; amounts of staff training, community and parental involvement; and effects of the programs on educational achievement. The format is largely tables and figures interspersed with textual presentation of the same data. Title I basic statistics include: community participation, allocations by county, number of projects, student participation by grade level, type of staff and project academic activities. Private as well as public school students in Title I projects are also enumerated, the former amounting to nearly 20 percent of those reported. Guidelines for such schools are presented. Funding of and participation in staff training programs, topics covered, and characteristics of training personnel are also reviewed. Community and parent involvement are reported to have been high, over 97% of the Title I projects having active Parent Advisory Councils. Achievement scores show a slightly higher gain in reading and significantly higher gain in mathematics among Title I students than among non Title I participants. (Author/KR)

ED 161 883 TM 007 169

Brandenburg, Dale C. And Others
Validation of an Item Classification Scheme for a Student Rating Item Catalog.
Illinois Univ., Urbana. Office of Instructional Resources.
Pub Date-28 Mar 78
Note-60p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Toronto, Ontario, Canada, March 28, 1978)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*College Teachers, *Course Evaluation, Effective Teaching, *Evaluation Criteria, Factor Analysis, *Factor Structure, Higher Education, Item Analysis, *Questionnaires, Rating Scales, *Student Evaluation of Teacher Performance, Teaching Methods, Validity
Identifiers-*Instructor and Course Evaluation System

A pool of items used for student ratings of college instructors was studied by means of two factor analyses. Major objectives were to confirm the existence of the major dimensions of student ratings as identified in previous research literature, and to determine whether categories or levels of item specificity could be identified. As to the first intent, the dimensions found in the factor analysis of the Form A questionnaire (Course Management, Communication Effectiveness, Outcomes, Difficulty/Workload, Warmth, Encouragement/Stimulation and Assignments) coincided quite well with previously identified dimensions. These results were substantially confirmed with the analysis of Form B using a Likert scale. The most significant unintended outcome from the study was the results of the hierarchical factor analysis. It was a fairly widely held belief that student ratings are subject to one general factor, but the discovery of two general factors from the hierarchical analysis led us to question this assumption. Regarding the attempt to identify levels of specificity, results of the hierarchical analysis permitted empirical classification of items into at least five categories. Logical analysis of these classifications indicated that they are related to item specificity. (Author/CTM)

ED 161 944 TM 007 979

James, Barry N.

An Examination of an Approach for Using Pupil Outcome Scores to Validate Assessments of Teacher Behaviors.

Pub Date-Mar 78
Note-11p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)
Available from-Teacher Education Projects, 318 Johnston Building, 415 North Monroe Street, Tallahassee, Florida 32304 ($2.00 ea.; 10 or more copies, $1.80 ea.)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Academic Achievement, *Classroom Observation Techniques, *Effective Teaching, Evaluation Criteria, Evaluation Methods, Grade 3, Higher Education, *Performance Based Teacher Education, Predictive Validity, Primary Education, Student Teachers, Teacher Behavior, Teacher Evaluation, *Teaching Models, *Teaching Skills, Test Validity

A system which used pupil outcomes to estimate the predictive validity of assessments of teacher outcomes was field tested in a performance-based teacher education program at Florida State University. Three levels of teaching competency were assessed: (1) competencies associated with cognitive identification of appropriate decisions for implementing a teaching model; (2) competencies for performing model-related behaviors; and (3) competencies associated with inducing pupils to demonstrate model-related classroom behaviors. Five instruments, measuring teacher knowledge and classroom performance and student classroom behavior and outcomes, were used to evaluate program effectiveness and student teachers' readiness to teach in public schools. The field test was conducted in a public school setting with 24 teacher candidates and 120 third grade students. Each candidate delivered six half-hour lessons to five students during a four-week period. In addition to the measurement instruments, videotapes were used by three-person observation teams to assess teacher classroom performance and student classroom performance. Correlation coefficients and multiple regression analysis indicated that pupil outcome scores may be successfully used to estimate the predictive validity of assessment instruments and to aid in the validation of teaching competencies within the teaching model framework. (Author/JAC)

ED 161 963 UD 017 989

Giordano, Joseph Giordano, Grace Pineiro

The Ethno-Cultural Factor in Mental Health: A Literature Review and Bibliography.

American Jewish Committee, New York, N.Y. Inst. on Pluralism and Group Identity.
Spons Agency-Maurice and Laura Falk Foundation, Pittsburgh, Pa.
Pub Date-Oct 77
Note-54p.
Available from-Institute on Pluralism and Group Identity, American Jewish Committee, 165 East 56th Street, New York, New York 10022 ($1.75)

Document Not Available from EDRS.

Descriptors-*Bibliographies, Cultural Differences, *Cultural Factors, Cultural Pluralism, *Ethnic Groups, *Ethnicity, *Literature Reviews, *Mental Health, Minority Groups, Racial Discrimination, Racism, Social Discrimination, Social Factors

This review and bibliography, which contains almost 500 entries, is designed to give specialists as well as students a broad perspective on the work that has been done in the area of ethno-cultural factors in mental health. Topical subdivisions include: (1) ethnicity and pluralism; (2) the conceptual context of ethnicity; (3) ethnic factors in mental illness; (4) immigration, migration, and mental health; (5) perception of illness and utilization of services; (6) cultural barriers in treatment; (7) effects of racism; and (8) community links and organizational strategies for improving mental health. A cross-reference guide is also included to help locate a particular reference. (Author/EB)

ED 162 028 UD 018 744

Valiant, Sharon

Crossing Cultures Third World Women. A Book of Materials, Activities, and Ideas for the Classroom Teacher.

Rutgers, The State Univ., New Brunswick, N.J. Training Inst. for Sex Desegregation of the Public Schools.

Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Mar 77
Note-33p.; Not available in hard copy due to poor reproducibility of original
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Bibliographies, *Educational Resources, Elementary Secondary Education, *Females, Feminism, Foreign Countries, Instructional Media, *Multicultural Education, *Nondiscriminatory Education, *Sex Fairness
Identifiers-*Third World

This resource bibliography includes and briefly discusses activities and instructional materials on the lives of women in the non-European/non-white world, suitable for use in elementary and secondary school rooms. The books, films, and other materials give a sampling of ideas and contributions often overlooked in middle-class America (for example, costume, architecture, food, and lifestyles from other countries). Arrangement is by three main categories. The lifestyle'' section addresses lives in different eras and places in the world. The makers'' section includes material on economics, technology, manufacturing, arts/crafts and products made by hand. Notable Third World Women'' includes resources on artists, entertainers, writers, politicians, businesswomen and abolitionists. A list of publishers is also included. (Author/KR)

ED 161 984 UD 018 662

Roberts, Dennis L., II, Ed.
Planning Urban Education: New Ideas and Techniques to Transform Learning in the City.
Pub Date-72
Note-372p.
Available from-Educational Technology Publications, Englewood Cliffs, New Jersey 07632 ($15.95)
Document Not Available from EDRS.
Descriptors-City Planning, City Problems, Cost Effectiveness, *Educational Change, Educational Improvement, *Educational Planning, *Educational Strategies, Educational Technology, Elementary Secondary Education, Management Systems, *School Community Cooperation, Social Change, Systems Analysis, *Systems Approach, *Urban Schools

This volume contains a number of articles which examine the crisis in urban education from a scientific, technological, and total systems" frame of reference, and propose new strategies for making schools more effective and cities more livable. Urban education is viewed within the context of a total urban community system. Management, planning, and communications approaches to urban school reform are discussed. Newer concepts introduced include ekistics, city of man, systems approach, forecasting, cost-effectiveness analysis, sense of community, urban simulation, urban service, information system design, cybernetic-ontogenic approach, urban metapolicy, service delivery system, urban education marketplace, and the turnkey approach. (Author/EB)

ED 161 904 TM 007 569

Australian Item Bank Program: Mathematics Item Bank. Book 1: Arithmetic, Algebra.

Australian Council for Educational Research, Hawthorn.

Pub Date-May 78

Note-325p.; For item bank, book 2, see TM 007 570; For handbook, see TM 007 571; For related documents, see TM 007 572-577

Available from-The Australian Council for Educational Research Limited, P. O. Box 210, Hawthorne, Victoria, Australia 3122 (ISBN Number 0-85563-174-0, $A30.00 for TM 007 569-571); complete set of the Australian Item Bank (ISBN Number 0-85563-175-9, $A75.00)

Document Not Available from EDRS.

Descriptors-Achievement Tests, *Algebra, *Arithmetic, Foreign Countries, *Item Banks, *Mathematics, *Multiple Choice Tests, Objective Tests, Secondary Education, Secondary School Mathematics, Test Construction, *Test Items

Identifiers-Australia

This item bank was compiled by the Australian Council for Educational research (ACER) to help teachers at the secondary school level construct objective tests in arithmetic and algebra. The multiple-choice items were written by teachers who attended ACER writing workshops. The questions are classified according to their subject content and the cognitive skills required to answer them; the correct response is also indicated. These classifications are provided through five-digit content axis numbers. Classifications in the content axis include computation; number systems; social arithmetic; sequences; mensuration; prime numbers and factors; ratio, proportion and variation; miscellaneous arithmetic, algebraic notation, principles, and operations; open sentences in one variable; open sentences in two variables; other open sentences; systems of equations and inequations; polynomials; matrices; mathematical induction; and algebraic identities. The item complexity is indicated on a five-point scale, based upon the number of students in a test group who gave correct responses. Instructions for reproducing the tests and answer sheets are also included. (Author/JAC)

ED 161 923 TM 007 880

Walker, Clinton B.
Control Test Items: A Baseline Measure for Evaluating Achievement.
California Univ., Los Angeles. Center for the Study of Evaluation.
Spons Agency-Community Services Administration (DHEW), Washington, D.C.
Report No.-CSE-108
Pub Date-Mar 78
Contract-B68-5526
Note-17p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Achievement Gains, *Achievement Tests, *Control Groups, Criterion Referenced Tests, Educational Experiments, Norm Referenced Tests, *Post Testing, *Research Design, Research Methodology, Test Construction, *Test Items, Test Validity

A rationale is presented for the control items'' technique, the technique of using control (nonexperimental) test items to provide a baseline for estimating the effects indicated by scores on the experimental test items. For evaluating the effects of a curriculum, a test can be made of two types of items ones that test explicit program objectives (program items), and ones that test explicit objectives beyond those of the program and that are also relatively insensitive to transfer (control items). Control items are thus a conceptual analogue of control groups and must be comparable in several respects to program items, just as experimental and control groups must be comparable. Precedents for control items are given, and potential advantages and disadvantages of control items are discussed. They can be used alone or in conjunction with control groups or time series. Sources of possible control objectives are discussed. A number of issues still to be resolved are mentioned, and questions are asked which in this context may suggest new solutions to some enduring measurement and design problems. (Author/CTM)

ED 161 964 UD 017 990

Teper, Shirley

Ethnicity, Race and Human Development; A Report on the State of Our Knowledge.

American Jewish Committee, New York, N.Y. Inst. on Pluralism and Group Identity.

Spons Agency-Maurice and Laura Falk Foundation, Pittsburgh, Pa.

Pub Date-77

Note-80p.

Available from-Institute on Pluralism and Group Identity, American Jewish Committee, 165 East 56th Street, New York, New York 10022 ($2.00)

Document Not Available from EDRS.

Descriptors-American Culture, Civil Rights, *Cultural Pluralism, Culture Contact, *Ethnicity, Group Unity, *Human Development, Mass Media, *Race, Research Needs, *Social Science Research, Socioeconomic Status, State of the Art Reviews

Issues and knowledge gaps related to race in a pluralistic society were identified and recommendations for further social science research were made by over 200 social science specialists in a 1973 study. Conference presentations, discussions, and interviews are synthesized in this report, focusing on American society, cultural factors in human development, group identity, mass culture and media, as well as social science research. Highlighted are two primary needs related to the establishment of harmonious group relations in American society. One basic need is for a heightened awareness of the concept of human dignity. Cultural factors shape cognition, perception, values and expression, characteristics that are inherent in self-image and personal dignity. A more humanistic and realistic approach in research would give due attention to the role of ethnic culture in human development. The other fundamental need is to maintain a balance between ethnic diversity and societal unity. This could be promoted through increased knowledge and appreciation of ethnic group diversity and simultaneous efforts to secure social, economic and political justice for all groups. It is suggested that enlightened public and private funding could serve as a catalyst to move society toward finding social theories that have a humanistic foundation and are fully integrative. (Author/KR)

Bibliography of Multi-Ethnic and Sex-Fair Resource Materials.

Massachusetts State Dept. of Education, Boston. Bureau of Equal Educational Opportunities.

Pub Date-Sep 76
Note-34p.; Not available in hard copy due to variable legibility of the original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Annotated Bibliographies, Audiovisual Aids, Elementary Secondary Education, *Equal Education, Instructional Materials, *Media Selection, *Multicultural Education, *Nondiscriminatory Education, *Resource Materials, Textbook Bias

This annotated bibliography lists both nondiscriminatory instructional materials (largely audio-visual) for classroom use and works for teachers' use that promote multi-ethnic and sex fair education. The materials listed include films, filmstrips, slide presentations and video tapes, bibliographies of curriculum materials, books, handbooks and periodicals to promote nondiscriminatory education, and research studies examining bias in school texts and environments. Materials such as tests, fact sheets and educational toys from the Women's Action Alliance and other resource centers are included. Aspects of audio-visual materials to analyze for racist and sexist content are suggested. (KR)

ED 162 029 UD 018 745

Berry, John W. And Others

Multiculturalism and Ethnic Attitudes in Canada.

Pub Date-77
Note-378p.; For a related document, see Ed 129 942 ; Prepared by the Ministry of State for Multiculturalism, Ottawa (Ontario).
Available from-Printing and Publishing, Supply and Services Canada, Ottawa, Ontario K1A 0S9 ($9.00 U.S.)
Document Not Available from EDRS.
Descriptors-*Cultural Pluralism, Demography, Discriminatory Attitudes (Social), *Ethnic Groups, Ethnicity, *Ethnocentrism, Identification (Psychological), Immigrants, *National Surveys, Psychological Characteristics, *Racial Attitudes, Racism, Sex Differences, *Social Attitudes, Socioeconomic Status
Identifiers-*Canada

This volume focuses on two key research questions: the acceptance of multiculturalism, and the validity of the multicultural assumption'' (the case that confidence in one's own identity is a prerequisite for the development of positive attitudes toward others). An introductory chapter provides historical, cultural, and political background of immigration and multiethnic distribution in Canada. The balance of the volume begins with a specification of research questions and research methodology. Characteristics of a national survey sample are outlined and compared to the 1971 census distributions. Basic findings of each of the four attitude areas (psychological variables, immigration, ethnic groups, multiculturalism) are then presented and, in each, the distributions are presented both for the total sample, and as a function of the various background factors, such as ethnicity, region, and socioeconomic status. Various findings are integrated and considered in light of the historical and cultural features of Canadian life. Some implications of these findings for multiculturalism and intergroup relations in Canada are considered. The results of the study are summarized. (Author/EB)

ED 161 945 TM 007 980

Nadeau, Gilles G.

A System" for Departmental Evaluation for Promotion Tenure and Assignments.

Pub Date-May 77

Note-27p.; Paper presented at the Annual Meeting of the Association for Institutional Research (17th, Montreal, Quebec, Canada, May, 1977)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*College Faculty, Course Evaluation, *Curriculum Guides, Educational Assessment, Evaluation Criteria, *Evaluation Methods, *Faculty Development, *Faculty Evaluation, Higher Education, *Personnel Management, Personnel Policy

A system with ten components or stages for college faculty promotion, tenure, or assignment is presented as an aid to establishing criteria, defining purposes, and helping college departments meet the demands of accountability. The components are as follows: (1) at the start of the year, the department defines its needs, purposes, and priorities; (2) the department commits itself to a visible evaluation system; (3) the department defines performance criteria and provides institutional back-up services; (4) clear objectives are defined for all teaching activities; (5) detailed course syllabi are prepared; (6) at year end, each faculty presents a self evaluation record; (7) for the next year agreements are made on duties, responsibilities, and areas for improvement; (8) confidential longitudinal data are compiled; (9) instructional development and support services are planned; and (10) a specified committee review procedure is carried out for career decisions. A model for a course syllabus and strategies for staff development are presented in outline form. (Author/CTM)

ED 161 985 UD 018 666

Weston, Elsie M.

Women at Work in Los Angeles County.

California Employment Development Dept., Los Angeles.
Pub Date-Dec 76
Note-181p.; Not available in hard copy due to print format of the original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Academic Achievement, Employment Projections, *Employment Statistics, *Family Relationship, Heads of Households, Marital Status, Postsecondary Education, *Socioeconomic Status, *Womens Education, *Working Women
Identifiers-*California (Los Angeles County)

This publication reviews the status of women in the labor market of Los Angeles County. Some of the topics dealt with include the changes in status that have already occurred, some of the barriers still existing, and projections of women's status in the future. Specific areas explored in this document include women's participation in the work force, their occupations, incomes, education, training, and family life and responsibilities. Comparative data are presented in the form of tables, graphs, and charts. A list of references is also provided. (EB)

ED 161 884 TM 007 171

Patience, Wayne M. Reckase, Mark D.

Self-Paced Versus Paced Evaluation Utilizing Computerized Tailored Testing.

Pub Date-Mar 78

Contract-N00014-77-C-0097

Note-18p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Toronto, Ontario, Canada, March, 1978)

EDRS Price **MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-*Academic Achievement, *Achievement Tests, Flexible Scheduling, Higher Education, *Pacing, *Testing

Identifiers-Computer Assisted Testing, *Paper and Pencil Tests, *Tailored Testing

The feasibility of implementing self-paced computerized tailored testing evaluation methods in an undergraduate measurement and evaluation course, and possible differences in achievement levels under a paced versus self-paced testing schedule were investigated. A maximum likelihood tailored testing procedure based on the simple logistic model had previously been used for evaluation in this course; however, scheduling of the testing sessions had been determined by the instructor. The basic thrust of the initial question addressed the possibilities of having students determine when they would prefer to take the exams. The study also investigated whether or not there would be significant differences in achievement level of students allowed to schedule their exams and those whose exams were scheduled by the instructor. One hundred and seventy-two undergraduate students participated in the study. Students were randomly assigned to nine experimental groups consisting of combinations of two exams with the following testing schedules: paced tailored test, self-paced tailored test, and traditional paper and pencil test. Results on a comprehensive final were used as dependent measures. Since computerized tailored testing did not, in itself, affect achievement, and since it provides immediate feedback to the student, it is concluded to be an increasingly feasible method of testing. (Author/CTM)

ED 162 008 UD 018 705

Luft, Harold S.

Poverty and Health: Economic Causes and Consequences of Health Problems.

Pub Date-78
Note-273p.
Available from-Ballinger Publishing Company, 17 Dunster Street, Cambridge, Massachusetts 02138 ($16.50)
Document Not Available from EDRS.
Descriptors-Blacks, *Economic Factors, Family Income, Family Status, *Health, Medical Services, Models, Racial Differences, Sex Differences, *Social Factors, Socioeconomic Influences, *Socioeconomic Status, Working Women, Workmans Compensation

This book presents an empirical analysis of the interrelationships between poverty and health. Definitions of various aspects of health problems are used in outlining a causal model of the relationships between various socioeconomic factors and different types of health problems. This model is then developed through a discussion of types of data and the specific sources used throughout the book. Factors related to the incidence of disability are examined by employing two approaches: one which considers all disabilities and one which focuses on occupational factors. Emphasis is placed on factors that influence the various outcomes of disability: job changes, altered labor force participation, hours worked per week, and the like. In addition, the magnitude of the effects of disability are explored and found to be substantial. It is held that appropriate policies could be designed to lessen the impact of disability, and that these policies should be considered and implemented. Specific policy proposals are made with the primary emphasis being on improving the chances for a healthy life, with a secondary concern for disability compensation schemes. (Author/EB)

Australian Item Bank Program: Mathematics Item Bank. Book 2: Abstract Algebra, Relations and Functions, Analysis, Geometry, Trigonometry, Applied Mathematics, Statistics and Probability.

Australian Council for Educational Research, Hawthorn.
Pub Date-May 78
Note-472p.; For item bank, book 1, see TM 007 569; For handbook, see TM 007 571; For related documents, see TM 007 572-577
Available from-The Australian Council for Educational Research Limited, P. O. Box 210, Hawthorne, Victoria, Australia 3122 (ISBN Number 0-85563-174-0, $A30.00 for TM 007 569-571); complete set of the Australian Item Bank (ISBN Number 0-85563-175-9, $A75.00)
Document Not Available from EDRS.
Descriptors-Achievement Tests, Algebra, Foreign Countries, Geometry, *Item Banks, *Mathematics, *Multiple Choice Tests, Objective Tests, Probability Theory, Secondary Education, Secondary School Mathematics, Statistics, Test Construction, *Test Items, Trigonometry
Identifiers-Australia

This item bank was compiled by the Australian Council for Educational Research (ACER) to help teachers at the secondary school level construct objective tests in mathematics. The multiple-choice items were written by teachers who attended ACER writing workshops. The questions are classified according to their subject content and the cognitive skills required to answer them; the correct response is also indicated. These classifications are provided through five-digit content axis numbers. Classifications in the content axis include abstract algebra; relations and functions; analysis; geometry; trigonometry; applied mathematics; and statistics and probability. The item complexity is indicated on a five-point scale, based upon the number of students in a test group who gave correct responses. Instructions for reproducing the tests and answer sheets are also included. (Author/JAC)

ED 161 924 TM 007 895

Wachtman, Edward L.
Evaluation as Story: The Narrative Quality of Educational Evaluation.
Pub Date- Mar 78
Note-22p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Educational Assessment, Evaluation Methods, Evaluators, *Narration, *Reports

The author presents his opinion that educational evaluation has much similarity to the nonfiction narrative, (defined as a series of events ordered in time), particularly as it relates a current situation to future possibilities. He refers to Stake's statement that evaluation is concerned not only with outcomes but also with antecedents and with dynamic transactions between teacher and learner. He contrasts the complex humanistic approach of a story teller who seeks to present unity and order in experience so as to arrive at a judgment, with the approach based primarily on measurement and prediction. The principal difference between the historian or the story teller and the evaluator is that the evaluator must always include the estimation of merit or worth. The evaluator must participate in the situation being evaluated, and this participation will have an impact on the evaluation. (CTM)

ED 161 986 UD 018 669

Jackson, Barbara L.

Significant Developments in School/Community Interactions. Urban Education: Progress Toward Renewal and Reform.

Pub Date-30 Mar 78

Note-12p.; Paper prepared for presentation at the American Educational Research Association Annual Meeting (Toronto, Canada, March 30, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Business Responsibility, Citizen Participation, Citizens Councils, *Community Involvement, Community Role, Elementary Secondary Education, Paraprofessional School Personnel, *Public Schools, *School Community Cooperation, *School Community Programs, *School Community Relationship, *Urban Education, Volunteers

Identifiers-California (Oakland), Georgia (Atlanta), Ohio (Toledo), Texas (Dallas), Wisconsin (Milwaukee)

Since the 1960s, dominance of public school community interactions has shifted from school professionals to citizen groups, volunteers in the schools, community agencies and the business community. Evidence of this trend can be discerned from the ongoing Urban Education Studies project, which has school systems in the Council of The Great City Schools and has made site visits to Atlanta, Dallas, Toledo, Milwaukee, and Oakland. Mandated citizens' councils continue to operate with varying degrees of effectiveness alongside the more traditional Parent Teacher Association (P.T.A.). Cities involved in desegregation plans have been court mandated to form even more citizens' groups. Volunteers have increased, expanding their activities to classroom assistance to a greater degree than in the past. Alliances with community agencies have taken different forms, some city agencies being housed in the same buildings as schools. Science centers and art museums have developed new collaborative arrangements. The most striking developments have been those of the business communities' involvement, particularly in desegregation plans, and placement of high school students in work situations. Site visits have shown that school personnel are realizing that they need the support and decision-making input from a wide audience within both the school and the community, in order to achieve the goals of the school. (Author/KR)

ED 161 946 TM 007 981

Bushnell, Don D.

Altering Test Environments for Reducing Test Anxiety and for Improving Academic Performance.

Pub Date-30 Mar 78
Note-16p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Academic Achievement, *Anxiety, Class Size, *Environmental Influences, Higher Education, Peer Influence, *Performance Factors, Response Style (Tests), *Stress Variables, Testing, *Testing Problems, Test Wiseness, Undergraduate Students
Identifiers-Achievement Anxiety Test, Test Anxiety, Test Anxiety Questionnaire

To test the effects of altering situational variables in stressful examinations on high test anxious and low test anxious undergraduates, mid-terms and final examinations were administered in two environmental settings: large lecture halls and small language laboratories. Mean test scores for high test anxious students in the language labs were significantly higher than mean scores of high test anxious students taking the same tests in large lecture halls. Marginally low anxious students not seated adjacent to high test anxious students had mean test scores significantly higher than marginally low anxious students adjacent to high test anxious students. High anxious and low anxious students working in standard lecture halls had significantly different test scores while high anxious and low anxious students in language labs had no significant differences. In a follow-up study, it was found that stress reducing techniques administered at the beginning of stressful examinations eliminate the usual negative correlation between high test anxious states and final grades. It was concluded that environmental and situational variables have important differential effects on high and low anxious students, and mask learning performance. (Author/JAC)

ED 161 965 UD 018 042

Gibson, Carol

Speech Given by Carol Gibson, Director of Education, National Urban League, Before Control Data Corporation's Two Day School Superintendents' Seminar.

National Urban League, Inc., New York, N.Y. Education Div.
Pub Date-1 Dec 77
Note-19p.; Not available in hard copy due to institution's restriction
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Basic Skills, *Black Education, *Black Organizations, *Black Students, Dropout Prevention, Dropout Programs, Educational History, *Educational Opportunities, Elementary Secondary Education, *Employment Opportunities, Occupational Guidance, Postsecondary Education, School Community Cooperation, Speeches, Vocational Adjustment, Vocational Counseling
Identifiers-Urban League

This speech by the education advocate of the National Urban League outlines the involvement of that organization in the national struggle for quality educational opportunities for black Americans. The history of black education is discussed, from dual separate but equal'' school systems to the Brown decision to current census data that show the historic gap between black and white median educational levels closing at an ever increasing rate. The education division, always an important part of the agenda of the Urban League, initially focused on needs related to enhancing employment opportunities. Current concerns include the need for guidance counseling, dropout prevention, minimum standards, basic skills, especially language acquisition, and the importance of school finance issues. Data gleaned from the Street Academies program, an alternative urban school movement which helps dropouts achieve diplomas, document the need for early action toward these issues. As education advocate, the speaker coordinates the activities of local affiliates in order to achieve a meaningful relationship between their direct service programs and the movement's advocacy role. Her present concern is that the back to basics'' movement is a code word for tracking. (KR)

ED 162 030 UD 018 747

Dopkin, Doris
Home Economics Unlimited.
Rutgers, The State Univ., New Brunswick, N.J. Training Inst. for Sex Desegregation of the Public Schools.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Aug 78
Note-45p.
EDRS Price MF-$0.83 HC-$2.00 Plus Postage.
Descriptors-Clothing Instruction, *Coeducation, Consumer Education, Elementary Secondary Education, *Home Economics, *Home Economics Skills, Home Management, *Males, Nutrition Instruction, Parenthood Education, *Sex Fairness, Sex Stereotypes

This publication advocates the teaching of home economics to both boys and girls, and describes some home economics programs that provide meaningful learning experiences for students of both sexes. The philosophy and legal considerations behind teaching home economics to boys are examined. Changing life styles and social pressures are considered. Different behavior, attitudes, and knowledge which teachers may expect to encouter in boys are discussed. Coeducational home economics programs at the elementary, middle school, and high school levels are described, including a brief mention of occupational programs. Some suggestions are provided for units/lessons in the following areas: (1) foods and nutrition; (2) clothing and textiles; (3) child development; (4) home management and housing; (5) family relationships; (6) consumer education; and (7) vocational programs. It is recommended that teachers involve themselves in the movement toward coeducational home conomics education. Sources of information for use in planning such classes or programs are appended to the booklet. (GC)

ED 161 885 TM 007 175

Byrn, Darcie And Others
Evaluation in Extension.

Spons Agency-Federal Extension Service (DOA), Washington, D.C.
Pub Date- 67
Note-119p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-Data Analysis, Data Collection, Data Processing, *Educational Assessment, Evaluation Criteria, *Evaluation Methods, *Extension Education, Formative Evaluation, *Guides, Interviews, Measurement Goals, *Program Evaluation, Research Methodology, *Rural Extension, Sampling, Technical Reports, Test Construction

The authors have written this manual to aid workers in the Cooperative Extension Service of the United States to be better able to understand and apply the principles and methods of evaluation. The manual contains three sections which cover the nature and place of evaluation in extension work, the evaluation process, and the uses of evaluation results. Within these sections, articles involve casual, self-checking, and do-it-yourself evaluation; identifying problems and ovjectives; the development and follow-through of a plan of work; stages and purpose of an evaluation plan; characteristics of scientific evaluation methods; collection and selection of data; evaluation criteria; analysis of a teaching plan; the depth of an evaluative study; sources of data; sampling procedures; interviewing competencies; constructing and using measurement instruments; tabulating, analyzing and interpreting data; preparing an evaluation report; and understanding and applying evaluation results. A sample outline used to evaluate an agricultural extension program, an example of an informal evaluation of in-service training meetings with extension workers, sources of assistance for the evaluator in extension education, and a list of references are appended. (Author/JAC)

Wachtman, Edward L.

The Camera As An Evaluation and Research Instrument: Snapshots of a Science Curriculum.

Pub Date- Mar 78
Note-12p.; Paper presented at the Annual Meeting of the American Educational Research Association, (62nd, Toronto, Ontario, Canada, March 27-31, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Curriculum Evaluation, Discovery Learning, Elementary Education, *Elementary School Science, Environmental Education, *Evaluation Methods, Formative Evaluation, *Photography, Research Methodology

The use of photography as an evaluation and research tool is discussed, with an emphasis on an evaluative study of the ESSENCE environmental science curriculum project. The camera was used in site-visits in an attempt to portray the workings of the project and to convey a meaningful understanding of the curriculum as it was actually used in the schools. The use of the camera in the science curriculum project is also discussed. The students were given cameras and assignments to take pictures of something invisible, natural occurences, or double exposures portraying some change. In this way, the camera was used to focus student attention on a specific problem or issue, to frame specific actions to the exclusion of others, and to record how things change and/or remain the same. The issues and problems surrounding the use of photography as an evaluation tool are discussed. (Author/JAC)

ED 162 009 UD 018 706

The Struggle for Equal Opportunity: Strategies for Social Welfare Action.

Pub Date-77
Note-260p.; For a related document, see UD 018 602 ; Proceedings of the International Conference on Social Welfare (18th, San Juan, Puerto Rico, July 18-24, 1976)
Available from-Columbia University Press, 136 South Broadway, Irvington-on-Hudson, New York 10533 ($17.50)
Document Not Available from EDRS.
Descriptors-*Change Strategies, Demography, Economic Development, Elementary Secondary Education, *Equal Education, *Equal Opportunities (Jobs), Health Services, *Minority Groups, Program Development, Social Development, *Social Services, *Social Welfare

This volume presents the views of participants from seventy-two countries and twenty international nongovernmental and intergovernmental agencies who met in Puerto Rico to discuss the struggle for equal opportunity. The report of the Pre-Conference Working Party which analyzes and discusses the conference's theme of equal opportunity and possible strategies for achieving equal opportunity is reproduced in these Proceedings. Also recorded are the reports and recommendations of six internationally composed commissions. The discussions presented often center on the social injustice in the denial of equal opportunity in family, community, and nation. The expanding gap between the opportunities in the rich and poor nations is recognized as an impediment toward achievement of goals. The question of what constitutes a minority is dealt with in a number of the presentations. A primary concern expressed is the need for greater action by the social welfare structure in areas of social security, health services, and other areas of broad social and economic development. The importance of involvement by all levels of the population in the pursuit of energetic social programs is emphasized. (Author/EB)

Australian Item Bank Program: Handbook for Mathematics Item Bank.
Australian Council for Educational Research, Hawthorn.
Pub Date-May 78
Note-93p.; For item banks, see TM 007 569-570; For related documents, see TM 007 572-577
Available from-The Australian Council for Educational Research Limited, P.O. Box 210, Hawthorne, Australia 3122 (ISBN Number 0-85563-173-2, $A30.00 for TM 007 569-571); complete set of the Australian Item Bank (ISBN Number 0-85563-175-9, $A75.00)
Document Not Available from EDRS.
Descriptors-Achievement Tests, Foreign Countries, *Item Analysis, *Item Banks, *Mathematics, *Multiple Choice Tests, Objective Tests, Secondary Education, Secondary School Mathematics, *Teaching Guides, Test Construction, Testing, *Test Items
Identifiers-Australia, *Test Manuals

This teacher's manual describes major ways in which the accompanying Item Bank can be used that is, for achievement tests, diagnostic tests, the introduction of new topics, stimulus for class discussions, evaluation of curriculum and teaching methods, and as models for constructing multiple-choice questions. Rationale for the use of multiple-choice questions and the parts of a typical entry in the Item Bank are included. The steps in constructing tests to evaluate mathematics skills are outlined, including the preparation of a content-cognitive grid for item selection for tests on mathematics formulae and rules. Test validity, reliability, and three types of item analysis (facility, discrimination index, and distractor analysis) are defined. Storage of item statistics and preparation and selection of items for acceptance into the Bank are discussed. The appendices present full versions of the mathematics content axis and cognitive process axis used to organize the Bank. Their purpose is to enable teachers to quickly identify those items which are most relevant to their needs. A major feature of the Banks are the choices offered, which enable teachers to choose the questions which fit their curriculum. (JAC)

ED 161 987 UD 018 670

Beatty, Bess
Black Views of American Women: The View From Black Newspapers, 1865-1900.
Pub Date- 78
Note-21p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Black Culture, *Black History, Black Literature, *Blacks, Discriminatory Attitudes (Social), *Females, *Newspapers, Racial Discrimination, *Sex Discrimination, *Sex Stereotypes

Although black journalists from 1865 to 1900 were more sensitive to stereotyping and discrimination than their white counterparts, the black papers approached women idealistically, rather than through the realistic situation in which black women existed or through their own awareness of the fact of oppression. The images and proscriptions of women in black papers did not change significantly in this time period, nor did they differ from those found in white papers. Surviving papers make it possible to discern an image of woman as a frail, often frivolous and scatterbrained gossip whose mission was caring for her home and children, serving as her husband's helpmate and maintaining the highest standards of morality. In fact, the experience of slavery had blunted delineations in male and female roles among blacks. Following emancipation, efforts to more sharply define sex roles were counseled and practiced. Black journalists challenged the negative stereotypes of black people fostered by whites, and upgraded the self-image of a usually degraded people. However, in a time period that required most black women to work for survival, newspapers presented irrational expectations, drawn from the white-inspired cult of true womanhood.'' (Author/KR)

ED 162 031 UD 018 748

Davis, Lenwood G., Comp. Sims, Janet, Comp.

The Black Family in the United States: A Selected Bibliography of Annotated Books, Articles, and Dissertations on Black Families in America.

Pub Date-78

Note-138p.

Available from-Greenwood Press, Inc., 51 Riverside Avenue, Westport, Connecticut 06880 ($11.95)

Document Not Available from EDRS.

Descriptors-*Annotated Bibliographies, Black Education, *Black History, *Black Literature, *Family (Sociological Unit), Family Life, Sex Role, Social History, Socioeconomic Status

The works cited in this annotated bibliography cover historical and contemporary aspects of the black family. Distinctions between literature of a positive and negative nature are made and the majority of the literature cited is evaluated as being good, fair, or excellent. Autobiographies are excluded. The emphasis is on social science works published roughly from 1965 to the present. Arrangement is: (1) in chapters by form of literature (book, article, dissertation); (2) by subject subheading; and (3) alphabetically by author. Subject subheadings include socioeconomic and socio-cultural status, slavery, religion, occupations, education, health, sex roles, places of residence, and different types of extended families. Author and selective key word subject indexes are included. (KR)

McCormick, Douglas J.
Tailor-APL: An Interactive Computer Program for Individual Tailored Testing. Technical Report No. 5.
University of Southern California, Los Angeles. Dept. of Psychology.
Spons Agency-Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
Pub Date-Mar 78
Contract-N00014-75-C-0684
Note-69p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Branching, *Computer Programs, Higher Education, Item Banks, *Test Construction, *Testing, *Test Reliability
Identifiers-Computer Assisted Testing, *Tailored Testing, Test Length

Tailored testing increases the efficiency of tests by individually selecting for each person a set of items from an item pool so that the difficulty of the items selected will be such as to maximize the information provided by the score. The tailored testing procedure designed by Cliff orders persons and items on a common ordinal scale and estimates implied orders for incomplete data from observed responses where appropriate. A computer program for administering individual tailored tests was evaluated with 50 undergraduate examinees and compared with the complete test on the criterion of odd-even reliability. Although the tailored tests presented on the average only 22 items from a complete pool of 50 items, the reliability of the tailored test scores was .83 as compared to a complete test reliability of .78. In addition, these results were obtained without pretesting of items. (Author/CTM)

ED 161 926 TM 007 908

Speaking Out: The Use of Tests in the Policy Arena. Proceedings of the New Jersey Conference.

Educational Testing Service, Washington, D.C. Education Policy Research Inst.

Pub Date-77

Note-56p.; Papers presented at the New Jersey Conference of the Education Policy Research Institute (February, 1976)

Available from-Education Policy Research Institute, 1527 New Hampshire Avenue, NW, Washington, D.C. 20016 (no charge)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Conference Reports, *Educational Assessment, *Educational Policy, *Educational Testing, Educational Trends, *Evaluation Criteria, Evaluation Methods, Policy Formation, Program Evaluation, Testing Problems, *Test Interpretation

Identifiers-New Jersey

In February, 1976, the Education Policy Research Institute sponsored this conference on the use of tests in educational policy formation; these six papers were presented at that conference. In the first paper, Jenne K. Britell discusses four points that have historically characterized debates about testing; psychometric and technical issues; issues concerning test use; issues involving the social, economic, and political implications of test use; and moral issues. The second paper, by Joan C. Baratz, focuses on the need to understand cultural pluralism and its significance for the use and interpretation of tests. Samuel Messick's paper discusses tests from an ideological viewpoint in which the appropriate use of a test is considered in terms of its social consequences. The increasing use and misuse of test score data for policymaking decisions at the state level is discussed in the fourth paper, by Jerome T. Murphy. Several innovative methods for establishing educational accountability are described by Senator Jack Gordon, with an emphasis on the need for increased local control in the educational decision-making process. Finally, Samuel Ball discusses the technical considerations involved in the evaluation of public educational programs. A chart listing purposes and methods of program evaluation is included. (JAC)

ED 161 947 TM 007 982

Batchelder, William H.

Measurement Systems Viewed as Cognitive Structures. Final Report.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-2 Mar 74

Grant-OEC-9-71-0034(508)

Note-55p.; Appendix A has been removed and is not included in the pagination ; Best copy available

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-*Cognitive Processes, *Course Content, Curriculum Guides, Higher Education, *Learning Modalities, *Learning Theories, Literature Reviews, *Measurement, *Memory, Recall (Psychological)

This report contains a variety of material. There is first a brief summary of work done under the contract. This is followed by a detailed outline of a graduate seminar entitled Modern Topics in Measurement and Scaling III.'' The six major divisions are: (1) introduction and philosophy of measurement; (2) mathematical and axiomatic foundations of measurement; (3) practical and theoretical issues of measurement in the social sciences; (4) language and measurement based on linguistic theory; (5) cognitive development and measurement; and (6) instructional theory and the teaching of measurement. Following this is a description of an experiment on the cognitive structure concerned with the names of the months of the year and their order. Appendix A is a published report which has been deleted from this document. Appendix B describes an experiment concerning a Broadbent divided-attention'' paradigm. Subjects were exposed to 20 lists of 4 simultaneous pairs of nouns; one word of each pair was presented auditorially and one visually. Subjects engaged in instructed, written-recall and following all lists, they received an unexpected modality recognition test. Over 30% of the items were detected during modality recognition. (Author/CTM)

ED 161 966 UD 018 043

Jordan, Vernon E., Jr.

Address by Vernon E. Jordan, Jr. at National Alliance of Black School Educators, New Orleans, Louisiana.

National Urban League, Inc., New York, N.Y.
Pub Date-22 Nov 75
Note-22p.; Not available in hard copy due to institution's restriction
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Black Education, *Black Organizations, *Blacks, Early Childhood Education, Educational Finance, *Educational Programs, Elementary Secondary Education, *Equal Education, Federal Aid, Postsecondary Education, Racial Discrimination, Speeches, Vocational Counseling, Vocational Education

The economic gains and educational advances that social activism of the 1960's brought for blacks and minorities are now being cut back. Abandonment of beneficial programs is being rationalized in a new conservative recession economy. The National Urban League, in seeking to bring about an educational system from the cradle throughout retirement with full involvement of those served,'' is concerned with the effects of budget cuts on educational programs. Cuts based on declines in district enrollment in urban areas are based on the decline of white sectors; inner city black schools have constant or even increasing enrollment. Head Start and community-based early childhood education should be preserved, not incorporated into the school systems. New approaches to counseling should be identified and developed, especially in elementary schools. The issue of unfair school suspensions and violence in schools could be addressed by general improvement in learning environments. The three out of four blacks who do not go to college should be encouraged to fight for up-to-date vocational training such as computer science or electronics. Black organizations should renew their commitment to the fight for an educational structure that reflects the needs, interests, and aspirations of black people. (Author/KR)

ED 161 907 TM 007 572

Australian Item Bank Program: Social Science Item Bank.

Australian Council for Educational Research, Hawthorn.
Pub Date-May 78
Note-474p.; For handbook, see TM 007 573; For related documents, see TM 007 569-571 and 574-577
Available from-The Australian Council for Educational Research Limited, P. O. Box 210, Hawthorne, Victoria, Australia 3122 (ISBN Number 0-85563-170-8, $A15.00 for TM 007 572 and 573); complete set of the Australian Item Bank (ISBN Number 0-85563-175-9, $A75.00)
Document Not Available from EDRS.
Descriptors-Achievement Tests, Foreign Countries, *Item Banks, *Multiple Choice Tests, Objective Tests, Secondary Education, *Social Studies, Test Construction, *Test Items
Identifiers-Australia

After vigorous review, editing, and trial testing, this item bank was compiled to help secondary school teachers construct objective tests in the social sciences. Anthropology, economics, ethnic and cultural studies, geography, history, legal studies, politics, and sociology are among the topics represented. The bank consists of multiple choice questions written by teachers who attended item writing workshops sponsored by the Australian Council for Educational Research (ACER). Questions are classified in three ways: (1) by topic 1 of 54 subject content areas such as crime, women; (2) by the skill the question best measures 1 of 8 research stages or thought processes in social science inquiry; and (3) by facility a rating of easy, average, or difficult. The questions require interpretation of prose passages, graphs, maps, tables, illustrations, and family trees. Some of the passages and pictorial information refer to Australian culture and geography, while others depict foreign countries or world problems. Each question is identified in the margin by a classification number, a keyed answer to the question, and a difficulty rating. Questions are also cross-referenced to other topics which may be useful. Pages can be removed and reinserted for easy photoduplication. (CP)

ED 161 988 UD 018 671

Sole, Kenneth

School Self-Renewal Assessment Summary Report.

Pub Date- 78

Note-34p.; For related documents, see ED 151 473-477, and UD 018 672-674; Not available in hard copy due to reproduction quality of the original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Administrator Role, Curriculum Development, *Institutional Role, Program Administration, *Program Descriptions, *Program Development, *Program Evaluation, *School Improvement, Self Help Programs, Senior High Schools, Teacher Role

Identifiers-*New York (New York), *School Self Renewal

School Self Renewal, rooted in the ideas of Organizational Development, is a process of school improvement undertaken with the participation of the members of the school community. Based on reports of Renewal projects in New York City Public High Schools, this paper presents some of Renewal's problem areas, strengths, and the implications of the assessment findings for the future of the Renewal process in schools. Some of the issues addressed include: definitions of School Self Renewal; goals of Renewal in schools; reasons why individuals participate in Renewal activity; and costs and/or disadvantages for those who participate. In examining changes in school life that are to be the products of Renewal activity, this report points out certain developmental patterns which seem to indicate the flow or growth of Renewal activity in a school. The area of evaluation is described as one flaw in the execution of Renewal projects, although otherwise, it is concluded, Renewal works well. (Author/EB)

ED 162 010 UD 018 709

Colclough, Glenna Lilley, Stephen

Perceived Blockages in the Occupational Attainment of Southern Black Youth.

Pub Date-Aug 78

Note-36p.; Paper prepared for presentation at the annual meeting of the Rural Sociological Society (San Francisco, California, August, 1978); Not available in hard copy due to reproduction quality of the original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Black Attitudes, *Black Students, Black Youth, Equal Opportunities (Jobs), *Goal Orientation, Low Achievement Factors, *Occupational Aspiration, *Role Perception, Self Concept, Senior High Schools, Sex Differences, Social Factors, *Social Status, Student Attitudes

Identifiers-South Carolina

A study of specific factors that a group of black students perceive as blockages to their occupational attainment suggest two blockage types, individual and structural. An examination of these factors and their relationships to sex and occupational aspiration variables indicates that there are no significant relationships between sex and perceptions of either individual or structural blockage types, or between occupational aspirations and the structural blockage type. However, as shown in a study of black South Carolina high school students, aspirations are significantly related to perception of individual blockage to attainment. These findings substantiate the contentions that a multidimensional treatment of goal blockage can be useful in assessing the factors black youth perceive as inhibiting their occupational attainment. By specifying particular blockage types, differences between groups can be observed which would not be apparent if a single scale of blockage items had been used. (Author/EB)

ED 162 032 UD 018 749

Sowell, Thomas, Ed. Collins, Lynn D., Ed.
American Ethnic Groups.
Urban Inst., Washington, D.C.
Pub Date-78
Note-251p.
Available from-The Urban Institute, 2100 Main Street, N.W., Washington, D.C. 20037 (Order No. URI 16100; $7.50)
Document Not Available from EDRS.
Descriptors-American History, Blacks, Chinese Americans, Cultural Factors, Elementary Secondary Education, Employment Trends, *Ethnic Groups, *Ethnicity, *Historical Reviews, *Immigrants, Italian Americans, Japanese Americans, Jews, Nature Nurture Controversy, Postsecondary Education, Slavery, *Social Mobility, *Socioeconomic Status
Identifiers-Irish Americans

The essays in this volume focus on the historical and social evolution of six American ethnic groups. Thomas Sowell discusses similarities and differences in the experiences of antebellum free persons of color,'' emancipated slaves and their descendants, and West Indian immigrants, and examines trends in the socioeconomic status of black Americans. In an essay on Chinese and Japanese Americans, William Peterson reviews the histories of their immigration to the United States and addresses the themes of social mobility, social pathology, and acculturation. Alice Kessler-Harris and Virginie Yans-McLaughlin similarly explore the economic and social mobility of three European immigrant groups, the Irish, the Italians, and the Jews, explaining their differential mobility by economic, educational, cultural and political factors, as well as racism. Variation in income among different ethnic groups is examined by Eric Hanushek. This author considers educational factors and local labor market forces, and emphasizes the need for understanding the latter. Richard B. Freeman focuses on racial discrimination in the academic marketplace, examining statistics on employment of black faculty in higher education. The issue of race and intelligence is reviewed by Thomas Sowell, who describes a research project on intergroup differences in mental test scores. An essay by Leon J. Kamin, which reviews data on sibling I.Q. correlations among ethnic groups, concludes the volume. (GC)

ED 161 887 TM 007 177

Owens, Thomas R. Evans, Warren D.
Program Evaluation Skills for Busy Administrators.
Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency-Office of Education (DHEW), Washington, D.C.; Oregon State Dept. of Education, Salem.
Pub Date-77
Note-81p.; For related document, see TM 077 178
Available from-Northwest Regional Educational Laboratory, 710 S.W. Second Avenue, Portland, Oregon 97204 ($6.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Administrative Principles, *Administrator Guides, Administrator Role, Decision Making, *Educational Assessment, Elementary Secondary Education, Evaluation Criteria, *Evaluation Methods, Formative Evaluation, *Guidelines, Information Dissemination, *Planning, *Program Evaluation, Research Methodology

This manual was designed for the administrator who has the responsibility for conducting all or part of an evaluation or is responsible for using evaluation results in program planning. The manual provides step-by-step guidelines to help: identify the purposes and audiences of an evaluation; prepare a basic description of the program or activity; refine educational objectives and establish a priority for the evaluation of each; describe resources and processes to be used in achieving objectives; specify alternative decisions to be made about a program; state evaluation questions; establish guidelines so that the evaluation will be consistent with the demands of funding agencies, district policy, local concerns and ethical principles; identify available resources; specify data sources; determine appropriate measures of processes and outcomes; apply guidelines to measurement instruments; establish and apply criteria for the selection of an evaluation specialist; prepare a basic plan for collecting, analyzing, and reporting information; make judgments concerning types and formats for evaluation reporting, and use various types of evaluation findings. The manual can be supplemented by the Workshop Leader's Guide (TM 007 178). Bibliographical references are appended. (Author/JAC)

ED 161 948 TM 007 983

An Audiovisual Teaching Module to Assist Examiners in the Administration of a Practical Performance Examination for the Emergency Medical Technician-Ambulance (EMT-A). Consisting of a 90-Minute Audiovisual Presentation In Either 16mm Sound or 3/4'' Video-Cassette Plus a User's Guide'' Describing in Detail the Total Examination Procedure. Final Report.

National Registry of Emergency Medical Technicians, Columbus, Ohio.

Spons Agency-Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Associated Health Professions.

Pub Date-31 Mar 77

Contract-231-75-0203

Note-111p.; Not available in hard copy due to poor reproducibility of colored sections

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Certification, *Emergency Squad Personnel, Evaluation Criteria, First Aid, Item Analysis, Medical Care Evaluation, Paramedical Occupations, *Performance Tests, Postsecondary Education, Scoring, Test Construction, *Testing, *Timed Tests

Identifiers-Test Manuals

A structured, time-referenced, performance examination was designed as part of the certification procedure for Emergency Medical Technicians-Ambulance in an attempt to increase objectivity and standardization. This examination is based on a model developed by the University of Southern California, School of Medicine, Department of Emergency Medicine in Los Angeles. Tasks include the treatment of chest wounds, epilepsy, fractures, head injuries, and cardio-pulmonary resuscitation. The examination procedures were pilot tested and the resulting data were analyzed using a statistical computer package. From the analyses, the desirability of the quantitative performance evaluation procedure was determined, and improvements in the rating form, to enhance predictive value, were made. A methodology for continued evaluation and review of practical performance evaluation procedure is suggested by the researchers. It is anticipated that this project will make a significant contribution towards the establishment of a National Standard Practical Examination that is objective, valid and consistent. Rating forms, scoring templates, and analyses of item performance by those passing and those failing the tests are included in this report. (Author/CTM)

ED 161 967 UD 018 046

Banks, James A.

Ethnic Studies in the Social Context. Series Paper No. 4.

National Urban League, Inc., New York, N.Y. Education Div.
Pub Date-Oct 72
Note-25p.; Not available in hard copy due to institution's restriction; The last line of page 16 is not reproduced
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-American Culture, Black Education, Black Leadership, *Educational Objectives, Elementary Secondary Education, Ethnic Stereotypes, *Ethnic Studies, Higher Education, Minority Groups, Multicultural Education, *Power Structure, *Racism, Social Environment, Social Factors, Social Science Research

Since ethnic studies in schools is an integral part of the larger social system in this country, its current status, problems and strengths must be examined within the total social context. Ruling groups determine the formulation and dissemination of knowledge (particularly negative social science research about ethnic groups and the poor). This knowledge is designed to support the status quo, and to legitimize the position of those in power. Ethnic studies programs must be replanned and novel teaching strategies formulated in order for students to effectively challenge and invalidate the assumptions about ethnic groups on which white-dominated social science research is often based. A primary goal of ethnic studies must be to help minority students to psychologically liberate themselves from myths and stereotypes and to help them to develop a commitment to social change. Unfortunately, reform of current programs is needed, as dissension among different ethnic groups, lack of funds, and inadequately qualified instructors have caused them to be self defeating. Despite the difficulties that minority leaders encounter, they should demand this reform and take steps to see that ethnic studies programs survive and gain integrity. (Author/KR)

ED 161 927 TM 007 951

Mierkiewicz, Diane B.

Some Instructional Implications from a Mathematical Model of Cognitive Development.

Pub Date-31 Mar 78

Note-17p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Classroom Environment, *Cognitive Development, Cognitive Processes, *Cognitive Style, *Conceptual Schemes, *Effective Teaching, *Learning Processes, Mathematical Models, *Perception, Reaction Time, Time Factors (Learning)

Identifiers-Field Dependence Independence, *Saari (Donald G)

Cognitive development and various educational implications are discussed in terms of Donald Saari's model of the interaction of a learner and the enviroment and the constraints imposed by the inefficiency of the learner's cognitive system. Saari proposed a hierarchical system of cognitive structures such that the relationships between structures at one level form the structures of the next level. Perceptual identification is the lowest level with simple set formation included in the next level. The third level contains structures corresponding to Piaget's formal operational structures. The learner interprets events on the basis of the structures in his perception of the environment. Each structure has a magnitude that reflects its success in interpreting past events. Interpreting events is assimilation; changing structures is accommodation and learning. Assimilation takes in only a subset of the environment and is not instantaneous. These inefficiencies are discussed in relationship to various aspects of teaching and learning and individual differences. The concept of separation of stimuli is discussed in relation with Witkin's cognitive style dimension of field-dependence-independence and Dunker's functional fixedness. (Author/CTM)

ED 161 989 UD 018 672

Excerpt from the Proposal for the National Expansion of School Self-Renewal: Activities and Requirements for Developing a National Renewal Program. Final Report.

New York City Economic Development Council, N.Y.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date- 78
Grant-NIE-G-74-0079
Note-7p.; Not available in hard copy due to reproduction quality of the original document; For related documents, see ED 151 473-477 and UD 018 671-674
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Educational Strategies, *Improvement Programs, *National Organizations, *National Programs, Program Costs, School Community Programs, *School Improvement, *Self Help Programs, Senior High Schools, Urban Schools
Identifiers-*New York (New York), *School Self Renewal Program

The activities and requirements listed in this paper are meant to be implemented over a three year period. The key activities of the three year cycle are described as: (1) the establishment of a school renewal program in the first year; (2) the transition of the program to a local city in the second year; and (3) institutionalization of the program in the third year with linkage to a national network. An estimated budget for introducing and developing renewal in a school system in one city in the first year is also provided. (Author/EB)

ED 162 011 UD 018 710

The Quest for Equal Employment Opportunity in Oklahoma State Government. A Report Prepared by the Oklahoma Advisory Committee to the United States Commission on Civil Rights.

Oklahoma State Advisory Committee to the United States Commission on Civil Rights, Oklahoma City.

Spons Agency-Commission on Civil Rights, Washington, D.C.

Pub Date-Mar 78

Note-84p.; Not available in hard copy due to reproducibility of the original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Affirmative Action, *Equal Opportunities (Jobs), *Government Employees, Personnel Integration, Personnel Policy, Promotion (Occupational), *Racial Discrimination, *Sex Discrimination, State Agencies, *State Government

Identifiers-*Oklahoma

This report summarizes the findings of recent hearings and field investigations on the employment of minorities and women in Oklahoma State government, and assesses whether or not the merit system has fulfilled its mandate for equal employment opportunity. It was found that a disproportionate number of females and minorities are concentrated in lower paying and less skilled jobs with little opportunity for upward mobility. In outlining the administrative and legal basis for the Oklahoma Merit System (a statewide system of personnel administration covering most State employees), it is noted that equal employment opportunity is a basic merit system principle. However, the merit system's passive prohibition of discriminatory practices has not been sufficient to assure its implementation. In analyzing the status of women and minorities in seven major State agencies, wide differences were found in job types and wages between whites and minorities and between males and females. There appears to be little or no integration of the agencies' affirmative action policies with their overall administrative and managerial structures. In short, the State's response to affirmative action and equal opportunity has been marked by an apparent lack of continuity or overall direction as to what policies should be pursued, especially at the agency level. (Author/KR)

ED 161 908 TM 007 573

Australian Item Bank Program: Handbook for Social Science Item Bank.

Australian Council for Educational Research, Hawthorn.
Pub Date-May 78
Note-35p.; For item bank, see TM 007 572; For related documents, see TM 007 569-571 and 574-577
Available from-The Australian Council for Educational Research, Limited, P.O. Box 210, Hawthorne, Victoria, Australia 3122 (ISBN Number 0-85563-169-4, $A15.00 for TM 007 572 and 573); complete set of the Australian Item Bank (ISBN Number 0-85563-175-9, $A75.00)
Document Not Available from EDRS.
Descriptors-Foreign Countries, *Item Analysis, *Item Banks, *Multiple Choice Tests, Secondary Education, *Social Studies, *Teaching Guides, Test Construction, Testing, *Test Items
Identifiers-Australia, *Test Manuals

This teacher's manual describes major ways in which the accompanying Item Bank can be used that is, for formative evaluation, classroom discussion and investigation, summative tests, suggestions for new subject matter, and as models for multiple-choice questions. Rationale for the use of multiple-choice questions and the parts of a typical entry in the Item Bank are included. The steps involved in constructing tests to evaluate inquiry skills and knowledge of social science topics are outlined. Included are definitions of test validity, reliability, and three types of item analysis (facility, discrimination and distractor analysis). Storage of item statistics and preparation and selection of items for acceptance into the Bank are discussed. The appendices present full versions of the classification schemes and indices used to organize the Bank. Their purpose is to enable teachers to quickly identify those items which are most relevant to their needs. A major feature of the Bank is the choices offered. Teachers need only choose the questions which fit their curriculum and teaching style. (Author/CP)

ED 162 033 UD 018 751

Endo, Russell

Social Science and Historical Materials on the Asian American Experience.

Pub Date- 78

Note-44p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*American History, *Asian Americans, *Bibliographies, *Historical Reviews, *Literature Reviews, Research Problems, *Research Reviews (Publications), Social Science Research

This paper provides an introduction to social science and historical materials on Asian Americans. The first part examines perspectives which guide recent research and some of the limitations of existing work. The second part contains two extensive lists of materials: (1) a list of bibliographic sources and literature reviews dealing with Asian Americans, and (2) a list of over 200 selected titles. (Author)

ED 161 888 TM 007 178

Workshop Leaders's Guide. To Accompany: Program Evaluation Skills for Busy Administrators.

Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency-Office of Education (DHEW), Washington, D.C.; Oregon State Dept. of Education, Salem.
Pub Date-77
Note-30p.; For related document, see TM 007 177
Available from-Northwest Regional Educational Laboratory, 710 S.W. Second Avenue, Portland, Oregon 97204 ($2.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Administrator Guides, Educational Assessment, Elementary Secondary Education, Evaluation Criteria, *Evaluation Methods, Formative Evaluation, Guidelines, Information Dissemination, *Planning, *Program Evaluation, *Records (Forms), Training Techniques, *Workshops

This guide was designed as part of a training system for administrators who are responsible for conducting all or part of an evaluation, or for using evaluation results in program planning. The workshop guide is supplemented by the administrator's manual (see TM 007 177). The full workshop involves twelve hours of training, usually presented over a two-day period. The material is divided into six two-hour learning modules which involve: (1) defining the purposes for evaluation; (2) describing a program or activity to be evaluated; (3) establishing evaluation guidelines; (4) preparing an evaluation plan; (5) implementing the evaluation; and (6) reporting evaluation findings. Twelve handouts for workshop participants are appended. The handouts are designed to gather information concerning the reasons for an evaluation; the persons needing evaluation information; program and activity descriptions; objective ratings of legal commitments, decision-makers, and program logistics; the ethics of evaluation; established evaluation guidelines; evaluation plain outlines and checklists; evaluation timelogs; and participant feedback. Instruments for evaluating the effectiveness of the workshops are included. (Author/JAC)

ED 161 928 TM 007 954

Chissom, Brad And Others

Reliability and Validity of Alternate Forms of the Dominoes Test (D-48 and D-70).

Pub Date-Mar 78
Note-20p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education, (Toronto, Ontario, Canada, March 27-31, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Academic Achievement, Age Differences, *Culture Free Tests, Grade 9, Group Intelligence Testing, Higher Education, *Intelligence Tests, *Nonverbal Tests, Secondary Education, Test Construction, *Test Reliability, *Test Validity
Identifiers-*Dominoes Test

The D-48 and D-70 (Dominoes) Tests, which are parallel forms of a non-verbal, cross-cultural test, were administered to 82 college students and 112 high school freshmen. Criterion scores were obtained on the Otis Quick Score and grade point average for the college students, and the Iowa Test of Basic Skills for the ninth-graders. Results showed a correlation of .69 and .70 for college students and high school students respectively between the parallel forms of the test. Other results indicated equal means and standard deviations of the two tests and equal correlations with the outside criteria for both groups of subjects. Internal consistency reliability was considered adequate for both tests. The summary of results supported the parallelism of the two forms of the test. (Author)

ED 161 949 TM 007 988

Phelps, James And Others

Interpretive Manual. The First Report of the 1977-78 Michigan Educational Assessment Program.

Michigan State Dept. of Education, Lansing.

Pub Date- 78

Note-49p.; Pages 1a through 4a, Do You Use MEAP Test Results Appropriately?'' have been removed due to marginal legibility; they are not included in the pagination

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Achievement Tests, Criterion Referenced Tests, *Educational Assessment, *Educational Objectives, Elementary Secondary Education, Grade 4, Grade 7, Grade 10, Information Utilization, Mathematics, Minimum Competency Testing, Reading, *State Programs, *Testing Programs, *Test Interpretation

Identifiers-Michigan, *Michigan Educational Assessment Program

The Michigan Educational Assessment Program (MEAP) was designed to provide information on the extent to which Michigan students have attained minimal performance objectives. This manual was written to help local Michigan school district staff read, interpret, and use MEAP data. The 1977-78 MEAP provided objective-referenced achievement measures in reading and mathematics for every fourth and seventh grade at the district, building, classroom, and student levels. A voluntary, statewide pilot project was also conducted in grade ten. The reading and mathematics objectives which were measured in grades four, seven, and ten are appended, including item numbers for each objective. Explanations are given of the individual students' report, the classroom report, the school or district summary, the test item analysis, and feeder school and research code reports. Results are not furnished. School district personnel are advised to use the data to: (1) determine which Michigan minimal objectives were taught in which grades; (2) determine which schools had lowest attainment rates and develop strategies to meet these needs; (3) administer post tests of those high priority objectives not attained in September; (4) select one or two schools willing to become demonstration sites; (5) analyze other test data available to the district and relate them to MEAP results. (Author/JAC)

ED 161 968 UD 018 211

Hannon, Joseph P. And Others

Management Analysis in the Chicago Public Schools.

Chicago Board of Education, Ill. Dept. of Research and Evaluation.
Pub Date-31 Mar 78
Note-72p.; Paper presented at the American Educational Research Association Annual Meeting (Toronto, Canada, March 27-31, 1978) ; Tables marginally legible due to print quality
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Educational Administration, *Educational Planning, Elementary Secondary Education, *Management Development, Management Education, *Needs Assessment, Personnel Evaluation, Public School Systems, Systems Analysis, Systems Development, *Urban Schools
Identifiers-*Illinois (Chicago)

The four projects in management analysis described in this report are interrelated parts of a planning and development scheme in selected areas of the Chicago public school system. One project, the long-range system-wide planning process, is the means whereby the school system determines its multi-year priorities. A recommended strategy for implementation of the process is included in this report. Building-level information is provided in the school profiles project, in such areas as staffing, teacher characteristics, class size, program budgeting, school safety and environment. These profiles are used to assess trends and make comparisons between schools as well as being utilized in the goal setting process by administrators. The management development program, on the other hand, provides a means to reduce costs and improve the quality of education services by improving the management skills of school personnel. The project encompasses ten tasks which involve indentifying each job task, forecasting employment needs, and developing job-related instructional programs for personnel. The research on long run changes in the composition of the labor force in the Chicago public schools will provide critical information on staffing trends for the management development program. (Author/KR)

ED 161 990 UD 018 673

Basic Questions Asked about School Self-Renewal.

New York City Economic Development Council, N.Y.
Pub Date- 78
Note-9p.; For related documents, see ED 151 473-477, UD 018 671-672, and UD 018 674
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Administrator Role, *Institutional Autonomy, Parent Participation, *Program Descriptions, *School Improvement, *Self Help Programs, Senior High Schools, Student Participation, Superintendent Role, Teacher Participation
Identifiers-New York (New York), *School Self Renewal

Self-Renewal is a systematic process now being used by many New York City High Schools to solve problems, to improve their planning of programs and policies, and to manage change. Renewal places special emphasis on participative planning and the use of Organizational Development techniques. The concept applies principles of the behavioral sciences to make an organization more effective by systematically involving people throughout the organization in order to improve the quality of decision making. Renewal is applicable in both the public and the private sectors, although the particular process used in New York schools has been adapted to characteristics of the non-business community. Renewal assumes that different schools have different needs, and involves those most affected by the individual school's problems. Unlike traditional planning, which is usually directed by the principal and other administrators, planning in Renewal broadens the base of participation. These factors help to account for Renewal's viability where other problem solving efforts have failed. An additional benefit of Renewal is that it can be utilized in the absence of additional funds for new policies, through the reallocation of priorities and existing funds. (Author/GC)

ED 162 034 UD 018 754

Santiago, Isaura Santiago

A Community's Struggle for Equal Educational Opportunity: Aspira v. Bd. of Ed. OME Monograph Number Two.

Educational Testing Service, Princeton, N.J. Office for Minority Education.

Pub Date-78

Note-126p.; Parts may be marginally legible due to type size

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors-*Bilingual Education, Board of Education Policy, *Board of Education Role, *Community Influence, Community Role, Court Cases, *Educational Legislation, Elementary Secondary Education, Equal Education, *Language of Instruction, Language Programs, Political Issues, *Puerto Ricans, Spanish Speaking

Identifiers-*Aspira, New York (New York), Puerto Rican Legal Defense And Education Fund

A consent decree which grew out of a court case brought against the New York City Board of Education by Aspira, a Puerto Rican community agency, resulted in many changes in policies affecting the education of children of limited English-speaking ability in New York City schools, particularly during the two years following the signing of the agreement in 1974. This study (1) analyzes the complexity of institutions and forces that were involved in determining language-of-instruction policies and practices in New York city public schools prior to the suit, (2) places within a historical framework the efforts of Aspira and the Puerto Rican Legal Defense and Education Fund (PRLDEF) to change language of instruction policies, (3) reconstructs the issues regarding the education of children of limited English-speaking ability raised during the suit's litigation, and (4) summarizes the impact of the consent decree on specific policies related to the implementation of the bilingual program which was stipulated, including policies regarding minimum educational standards, language assessment and grouping, personnel, finance, and parental rights. (Author/EB)

ED 161 909 TM 007 574

Australian Item Bank Program: Science Item Bank. Book 1: Physics and Astronomy.

Australian Council for Educational Research, Hawthorn.
Pub Date-May 78
Note-338p.; For item bank books 2 and 3, see TM 007 575-576; For handbook, see TM 007 577; For related documents, see TM 007 569-573
Available from-The Australian Council for Educational Research Limited, P. O. Box 210, Hawthorne, Victoria, Australia 3122 (ISBN Number 0-85563-172-4, $A30.00 for TM 007 574-577); complete set of the Australian Item Bank (ISBN Number 0-85563-175-9, $A75.00)
Document Not Available from EDRS.
Descriptors-Achievement Tests, *Astronomy, Foreign Countries, *Item Analysis, *Item Banks, Multiple Choice Tests, Objective Tests, Physical Sciences, *Physics, *Science Tests, Secondary Education, Secondary School Science, Test Construction, *Test Items
Identifiers-Australia

The Australian Science Item Bank consists of three volumes of multiple-choice questions. Book 1 contains questions on Physics and Astronomy. The questions are designed to be suitable for high school students (year 8 to year 12 in Australian schools). The questions are classified by the subject content of the question, the cognitive skills required to answer the question, and the difficulty of the question. Major content topics are: (1) Scientific Measurement and Mechanics; (2) Heat, Light, and Sound; (3) Electricity, Electronics, and Magnetism; and (4) Astronomy. The cognitive skills are classified according to a modification of Bloom's taxonomy of educational objectives in the cognitive domain. The classifications of cognitive processes are: knowledge, of specifics, of ways and means of dealing with specifics, and of the universals and abstractions in a field; comprehension, as shown by translation, interpretation, and extrapolation; application; and higher processes. Difficulty is coded in five categories. The correct responses, as well as brief instructions for testing, are included. (CTM)

ED 162 012 UD 018 711

Lundsteen, Sara W., Ed.
Cultural Factors in Learning and Instruction. ERIC/CUE Urban Diversity Series, Number 56.
Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Aug 78
Contract-400-77-0071
Note-89p.; Papers presented at the American Educational Research Association Annual Meeting (Toronto, Canada, March 27-31, 1978)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Academic Achievement, Anglo Americans, Bias, Biculturalism, Bilingualism, Blacks, Case Studies (Education), *Cultural Factors, Elementary Secondary Education, *Ethnic Groups, Identification (Psychological), *Learning Characteristics, Low Achievement Factors, Mexican Americans, Multicultural Education, Nature Nurture Controversy, *Psychological Characteristics, Racial Discrimination, Racial Factors, Sex Discrimination

The five articles in this document provide a diverse look at the influence of cultural factors in classrooms and schools. In the first article, The Cultural Identification of Students in Bilingual Classrooms,'' M. Beatriz Arias discusses particularly the heterogeneous cultural identification of Anglo and Mexican American students in California. In the second article, Racial Prejudice and Its Relationships...,'' Thomas C. Denne, J. William Moore and William E. Hauck examine a multitude of variables such as race, grade, and sex, and compile correlations relating racial prejudice to personality variables. In A Bicultural Approach to the Issue of Achievement Motivation,'' Tracy C. Gray examines and compares achievement motivation in Mexican American and Anglo elementary school children. In the fourth article, Variables Affecting the Intellectual Performance of Black and White Children,'' James E. Savage and Philip Friedman review the effects of race and sex of examiner on test results. In the final article, Ethic Group Bias in Intelligence Test Items,'' Janice Scheuneman presents a definition and discusses what is suggested by the title. Each article is followed by a critical analysis. (Author/EB)

ED 161 889 TM 007 179

Smith, Nick L.

Sources of Values Influencing Educational Evaluation. Research, Evaluation, Development Paper Series No. 7.

Northwest Regional Educational Lab., Portland, Oreg. Office of Research and Evaluation Services.

Pub Date-May 77.

Note-39p.

Available from-Northwest Regional Educational Laboratory, 710 S.W. Second Avenue, Portland, Oregon 97204 (Order No. 806-5210, $2.50)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Bias, Educational Assessment, Error Patterns, *Evaluation, Evaluation Methods, *Evaluators, *Performance Factors, *Personal Values, Political Attitudes, Research Problems, *Social Values, Values

With the theory that social and personal values influence the conduct of evaluation studies in education, the author discusses the impact of two major sources of such values contextual factors, including political, social and organizational influences; and the terminology, models, and personal values of evaluators. Alternative purposes for an evaluation study are discussed and illustrated. In addition, values hidden in terminology, value-laden evaluation models, an evaluators' personal values and an illustration of evaluator roles are treated. The benefits and problems of values are discussed and four means of clarifying values in evaluation work are outlined. The first approach suggests that all relevant value positions need to be identified and stated publicly. The second approach emphasized the need to clarify the evaluator's role in the assessment process. Is he/she describing the program, recommending evaluation criteria, or rendering an actual judgment of worth? Through identifying his/her role, the evaluator can choose to de-emphasize his or her personal values. The third approach suggests explicitly incorporating opposed values into evaluation studies by conducting comparative analysis. The fourth approach reflects attempts to search out conflicting value positions to insure an appreciation of the full range of potentially influential values. (Author/JAC)

Downing, Steven M. Mehrens, William A.

Six Single-Administration Reliability Coefficients for Criterion-Referenced Tests: A Comparative Study.

Pub Date- Mar 78
Note-12p.; Paper presented at the Annuel Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Comparative Analysis, *Comparative Statistics, *Criterion Referenced Tests, Factor Analysis, Statistical Analysis, *Test Reliability
Identifiers-Test Theory

Four criterion-referenced reliability coefficicents were compared to the Kuder-Richardson estimates and to each other. The Kuder-Richardson formulas 20 and 21, the Livingston, the Subkoviak and two Huynh coefficients were computed for a random sample of 33 criterion-referenced tests. The Subkoviak coefficient yielded the highest mean value; Huynh's Kappa yielded the lowest. The two Huynh coefficients were highly positively correlated with the Kuder-Richardson 20 and 21 coefficients, and with each other; the Livingston and the Subkoviak indexes were highly correlated with each other. A two-factor principle components analysis suggested that the Subkoviak coefficient measured a test characteristic that differed from the classical internal-consistency coefficients. (Author/CTM)

ED 161 950 TM 007 991

Anderson, Beverly And Others

Report of the Michigan Educational Assessment Program's External Advisory Panel on Evaluation.

Spons Agency-Michigan State Dept. of Education, Lansing.; National Assessment of Educational Progress, Ann Arbor, Mich.

Pub Date-Jul 77

Note-72p.; For related document, see TM 007 316

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Check Lists, *Educational Assessment, Educational Objectives, *Evaluation Criteria, Evaluation Methods, *Measurement Goals, Program Administration, Program Costs, Program Effectiveness, *Program Evaluation, *State Programs, *Testing Programs

Identifiers-*Michigan Educational Assessment Program, Shepard Evaluation Model

This report is an evaluation of the Michigan Educational Assessment Program (MEAP) done by an external advisory panel. Panelists were selected in terms of availability and complementary skills. The program was evaluated by the Shepard method which consists of a checklist grouped into the areas of goals and purposes, technical aspects, management, intended and unintended effects, and costs. Each question on the checklist was given, followed by identification of major documents or other evidence obtained and the panel's response. In some instances, tentative judgments were made or recommendations for how to gather additional evidence or suggestions for improving a given area. Section II suggest possible ways MEAP could respond to the panel's findings. Appendices include: panel selection and biases, memorandum of agreement, Shepard checklist and resulting questions, a 4-page review of the Michigan Educational Assessment Program (March 1977), a list of the 29 people interviewed, and a 103-item bibliography. (Author/CTM)

ED 161 969 UD 018 314

Clement, Dorothy C. And Others
Moving Closer: An Ethnography of a Southern Desegregated School.
Pub Date-31 Jan 78
Note-405p.
EDRS Price MF-$0.83 HC-$22.09 Plus Postage.
Descriptors-Black Students, Case Studies, Elementary Secondary Education, Ethnicity, Ethnography, Interaction Process Analysis, *Intergroup Relations, Minority Group Children, *Race Relations, *Racial Integration, *School Integration, Social Differences, Socialization, *Social Relations, *Sociocultural Patterns
Identifiers-North Carolina

This is a case study of the patterns of social-race relations and the processes producing them in a desegregated school in an industrial city in North Carolina. As an ethnographic study, the focus of the research is on the place of social race in the social order of the school. The primary objectives of this study include a description and analysis of the school as a context for black-white participation, understanding, and socialization. Also investigated are possible factors, including district-level pressures, shaping the social order found in the school. An extensive reference list is provided along with the following appendices: (1) a research data filing and categorizing system; (2) categories of information for formal observation; (3) a sociometric interview; (4) teacher interviews on desegregation; (5) field notes on relations of the school's teachers and students to the researchers; (6) an application form and collection guides for free or reduced meals and free milk; and (7) recommendations. (Author/EB)

ED 161 991 UD 018 674

Potell, Herbert, Ed.
High Points.
New York City Board of Education, Brooklyn, N.Y. Div. of High Schools.
Pub Date-Oct 77
Note-66p.; For related documents, see ED 151 473-477 and UD 018 671-674
Journal Cit-High Points; v2 n6 Oct 1977
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Anthologies, *School Improvement, *Senior High Schools, *Teaching
Identifiers-*School Self Renewal Program

This is a compilation of written contributions submitted by professional and nonprofessional employees of New York City high schools. Contained in this issue are a series of articles on high school self renewal, and other articles on: the partnership between Andrew Jackson High School and Queens College; foreign language study and moral values in education. Also included are several poems and a review of Joseph Mersand's book ``The English Teacher.'' (EB)

ED 162 035 UD 018 758

Professional Women's Groups, May 1978.

Association of American Colleges, Washington, D.C. Project on the Status and Education of Women.

Spons Agency-Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.

Pub Date-May 78

Note-7p.; Paper developed by the American Association of University Women

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Directories, *Employment Opportunities, Employment Services, *Females, *Professional Associations, *Working Women

This document lists in alphabetical order the addresses, phone numbers, subgroup titles (if applicable), and the names and addresses of directors/ chairpersons of professional women's organizations. An asterisk indicates whether or not a group offers services in the areas of employment opportunities, such as a roster of women for employees seeking female applicants, listings of jobs in their newsletters, financial aid, and career information. Included are organizations in the fields of education, medicine, anthropology, religion, economics, art, librarianship, law, the media, and others. (Author/KR)

ED 161 910 TM 007 575

Australian Item Bank Program: Science Item Bank. Book 2: Earth Sciences and Chemistry.

Australian Council for Educational Research, Hawthorn.
Pub Date-May 78
Note-314p.; For item bank, books 1 and 3, see TM 007 574 and 576; For handbook, see TM 007 577; For related documents, see TM 007 569-573
Available from-The Australian Council for Educational Research Limited, P. O. Box 210, Hawthorne, Victoria, Australia 3122 (ISBN Number 0-85563-172-4, $A30.00 for TM 007 574-577); complete set of the Australian Item Bank (ISBN Number 0-85563-175-9, $A75.00)
Document Not Available from EDRS.
Descriptors-Achievement Tests, *Chemistry, *Earth Science, Foreign Countries, *Item Analysis, *Item Banks, Multiple Choice Tests, Objective Tests, Physical Sciences, *Science Tests, Secondary Education, Secondary School Science, Test Construction, *Test Items
Identifiers-Australia

The Australian Science Item Bank consists of three volumes of multiple-choice questions. Book 2 contains questions on Earth Sciences and Chemistry. The questions are designed to be suitable for high school students (year 8 to year 12 in Australian schools). The questions are classified by the subject content of the question, the cognitive skills required to answer the question, and the difficulty of the question. Major content topics include historical development, scientific reasoning, eight topics in earth sciences, and nine topics in chemistry. The cognitive skills are classified according to a modification of Bloom's taxonomy of educational objectives in the cognitive domain. The classifications of cognitive processes are: knowledge of specifics, of ways and means of dealing with specifics, and of the universals and abstractions in a field; comprehension, as shown by translation, interpretation, and extrapolation; application, and higher processes. Difficulty is coded in five categories. The correct responses, as well as brief instructions for testing are included. (CTM)

ED 162 013 UD 018 713

Vivolo, Robert L., Comp.

ERIC References on Urban and Minority Education.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jul 78
Note-13p.; For related documents, see ED 128 492-493 and ED 143 720
Journal Cit-Equal Opportunity Review; Jul 1978
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Bibliographies, Elementary Secondary Education, *Minority Groups, Post Secondary Education, *Urban Education

Contained in this bibliography are references on such topics as bilingual education, compensatory education, school integration, the education of specific ethnic and racial groups, and problems of inner city schools, which were cited in the January through December 1977 issues of "Resources in Education" (the abstract journal of the ERIC system). Each citation is followed by an ERIC Document (ED) identification number. A subject index is included. (Author/EB)

ED 161 930 TM 007 957

Plake, Barbara S. Hoover, H. D.

A Methodology for Identifying Biased Achievement Test Items that Removes the Confounding in an Items by Groups Interaction Due to Possible Group Differences in Instructional Level.

Pub Date- Mar 78

Note-7p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Achievement Tests, *Analysis of Variance, *Complexity Level, *Item Analysis, Sampling, *Test Bias, Test Items

A method of investigating for possible bias in test items is proposed that uses analysis of variance for item data based on groups that have been selected to have identical test score distributions. The item data used are arcsin transformations of item difficulties. The methodological procedure has the following advantages: (1) The arcsin transformation stabilizes the variance within replications. (2) Since the groups are formed to have equal distributions of raw scores, there is no achievement difference between the groups. (3) Since the selection procedure allows for consideration of the entire raw score distribution, a range of raw scores is represented within each group. (4) The use of variance components allows for an investigation of the practical significance of the variance components; and (5) The follow-up procedure is in the same units as the analysis of variance, provides Type I error control, and investigates the items by contributing to a significant items-by-group interaction. (Author/CTM)

ED 161 970 UD 018 353

Anderson, Bernard E. And Others
The State of Black America, 1978.
National Urban League, Inc., New York, N.Y.
Pub Date-17 Jan 78
Note-216p.; For related documents, see ED 128 522 and ED 135 914; Not available in hard copy due to institution's restriction
Available from-National Urban League, Inc., The Equal Opportunity Building, 500 East 62nd Street, New York, New York 10021 ($5.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Black Achievement, Black Education, Black Housing, *Black Role, Black Youth, Civil Liberties, Economically Disadvantaged, *Economic Status, Politics, Racism, Social Change, *Social Status, Unemployment

In this report seven scholars (Bernard Anderson, James Dumpson, Charles Hamilton, Robert Hill, Vernon Jordan, Jr., Bernard Watson and Robert Weaver) appraise the social, economic, political, and educational status of blacks and black families. Minimal gains and poor prospects for black female heads of families in the current recession job market are discussed. It is noted that in the area of education, despite substantial gains in the struggle for equality, black Americans must continue to run fast just to stand still.'' The Carter Administration's fiscal conservatism is cited as a threat to Federal urban and housing programs. Racism is pointed to as it constitutes an ongoing denial of power and self fulfillment to the great majority of black people. It is said that 1977 was a year that demonstrated the necessity to understand politics as a long but promising process. Final recommendations to the American government comprise the issues of unemployment, urban policy and housing, education, health care, welfare reform, youth development, political participation and human rights. (Author/KR)

ED 161 992 UD 018 684

Krichmar, Albert And Others

The Women's Movement in the Seventies: An International English-Language Bibliography.

Pub Date-77

Note-891p.

Available from-Scarecrow Press, Inc., P.O. Box 656, Metuchen, New Jersey 08840 ($30.00)

Document Not Available from EDRS.

Descriptors-*Bibliographies, *Females, *Feminism, *Sex Discrimination, *Social Change, Womens Athletics, Womens Education, Womens Studies

This partially annotated bibliography lists more than 8,600 English language books, periodical articles, reference works, and review essays concerning the status of women. The emphasis is on change, attempted change, and continuing problems confronting women in nearly 100 countries in Africa, Asia, Australia and Oceania, Europe, Latin America, the Middle East, Canada and the United States. Citations are arranged by continent, each continent being sub-divided in two ways: geographically (by country, state or province), and by subject (women's studies, feminist literary criticism, sexism in textbooks, affirmative action, athletic competition for girls and women, sexism in counseling, and the negative image of women in literature and media). Works listed come from a range of liberal arts, scientific, and social scientific disciplines. Author and subject indexes are provided. (Author/KR)

ED 162 036 UD 018 762

On Campus With Women.

Association of American Colleges, Washington, D.C. Project on the Status and Education of Women.

Spons Agency-Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.

Pub Date-78

Note-11p.; For a related document, see ED 145 777

Journal Cit-On Campus With Women; n21 Fall 1978

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Affirmative Action, *Directories, Equal Opportunities (Jobs), Federal Legislation, *Feminism, *Higher Education, Minority Groups, Newsletters, *Resource Guides, Sex Discrimination, Womens Athletics, *Womens Education, Working Women

This newsletter reports on recent legal and social developments relating to women's post-secondary education, university hiring practices and professional achievements. Information for ordering the reports, recommended articles, books and other published materials is listed in most of the brief articles. The newsletter addresses current news in regard to affirmative action, employment, education of women, Title IX, sports, minority women, and international events. (KR)

ED 161 890 TM 007 198

Hakstian, A. Ralph
The Development of a Class of Oblique Factor Solutions.
Alberta Univ., Edmonton. ~~Div.~~ of Educational Research.
Report No.-RIR-73-2
Pub Date-May 73
Note-27p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Factor Analysis, *Mathematical Models, Matrices, *Oblique Rotation, Orthogonal Rotation
Identifiers-Exploratory Factor Analysis, Iterative Methods

Over the years, a number of rationales have been advanced to solve the problem of ``blind'' oblique factor transformation. By blind transformation is meant the transformation of orthogonal and often interpretively ineffectual factors to a position usually dictated by Thurstone's principles of simple structure, but not influenced by a priori structural hypotheses. The major purpose of this paper is to examine the class of oblique solutions Harris and Kaiser found to have greatest potential their ``Case II'' set and to ascertain whether this formulation can provide solutions better than those currently obtained by the widely-used representatives of this class. In the process, a new algorithm which results in a single Case II solution is identified, and the efficacy of this representative of the class is examined. Certain features of the component matrices are explicated, and an iterative procedure is presented for their simultaneous solution. Illustrative examples are presented, based on both this iterative procedure and other Case II formulations. Implications for practice and further research are discussed. (Author/CTM)

ED 161 951 TM 007 992

Guidelines for Selecting Test Instruments and Procedures for Assessing the Needs of Bilingual Children and Youth. Part I: Guidelines for Determining Student Eligibility for Bilingual Instruction. Part II: Revised Guidelines for Selecting Test Instruments and Procedures in Bilingual Instruction.

Michigan State Dept. of Education, Lansing.
Pub Date-Mar 76
Note-45p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Achievement Tests, Administrator Guides, Bibliographies, Bilingual Education, *Bilingual Students, Elementary Secondary Education, Eligibility, *Language Tests, *Needs Assessment, School Districts, *Spanish Speaking, State Standards, *Student Evaluation, Testing, *Test Selection
Identifiers-Michigan

It is required by Michigan Public Act 294 that local school districts having an enrollment of 20 or more students of limited English-speaking ability establish and operate bilingual instruction programs, and that the State Board of Education approve a testing mechanism suitable for evaluating the proficiency in English language skills of students of limited English-speaking ability. This document was designed to provide school districts in Michigan with a set of guidelines for determining student eligibility for bilingual instruction and a set of revised guidelines to be used in assessing students with a language background other than English. Guidelines are presented for: (1) establishing the role of the bilingual instruction eligibility committee; (2) establishing the procedure for determining eligibility; (3) documenting and recording each student's difficulties in performing ordinary classwork and test scores reflecting academic achievement; (4) utilizing test results; and (5) designating school districts for bilingual education. Appendices include a list of test instruments suggested for eligibility assessment; designated Michigan school districts; and a list of test instruments for assessment, prescription, and evaluation in bilingual instruction. (Author/JAC)

ED 162 014 UD 018 714

Moore, David Thornton
Urban Resources as Educators.
Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Aug 78
Note-9p.
Journal Cit-Equal Opportunity Review; Aug 1978
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Community Resources, *Educational Opportunities, *Educational Resources, Learning Characteristics, Learning Processes, Museums, Supplementary Educational Centers, *Urban Education, *Urban Environment

The purpose of this paper is to propose a conceptual framework by which educators can recognize, affirm, and enhance the potential to learning of a vast array of urban resources unconnected to schools. Working definitions of the major terms educators,'' resources,'' and urban'' are provided as a reference base for the conceptual framework. Elements of the various constituents of the learning encounter are itemized in order to assist professionals in analyzing the interaction between learner and situation. Features of the participants, the context and the learning process are included. A review of selected literature which touches on the issue of learning from urban resources is also provided. Writings that describe three different kinds of resources (museums, settlement houses, and the city as a built environment) are identified. It is suggested that educators could apply the urban resource framework to these works, in order to use the literature more creatively and systematically in their thinking about urban education. The challenge for educators, it is held, is to understand how people can learn from the city's non-school resources, and to create ways of enhancing that process. (Author/EB)

Australian Item Bank Program: Science Item Bank. Book 3: Biology.

Australian Council for Educational Research, Hawthorn.
Pub Date-May 78
Note-234p.; For item bank, books 1 and 2, see TM 007 574-575; For handbook, see TM 007 577; For related documents, see TM 007 569-573
Available from-The Australian Council for Educational Research Limited, P.O. Box 210, Hawthorne, Victoria, Australia 3122 ISBN Number 0-85563-172-4, $A30.00 for TM 007 574-577); complete set of the Australian Item Bank (ISBN Number 0-85563-175-9, $A75.00)
Document Not Available from EDRS.
Descriptors-Achievement Tests, Biological Sciences, *Biology, Botany, Foreign Countries, *Item Analysis, *Item Banks, Multiple Choice Tests, Objective Tests, *Physiology, *Science Tests, Secondary Education, Secondary School Science, Test Construction, *Test Items
Identifiers-Australia

The Australian Science Item Bank consists of three volumes of multiple-choice questions. Book 3 contains questions on the biological sciences. The questions are designed to be suitable for high school students (year 8 to year 12 in Australian schools). The questions are classified by the subject content of the question, the cognitive skills required to answer the question, and the difficulty of the question. Major content topics are: (1) General Biology; (2) Animal Physiology; and (3) Plant Physiology. The cognitive skills are classified according to a modification of Bloom's taxonomy of educational objectives in the cognitive domain. The classifications of cognitive processes are: knowledge, of specifics, of ways and means of dealing with specifics, and of the universals and abstractions in a field; comprehension, as shown by translation, interpretation, and extrapolation; application; and higher processes. Difficulty is coded in five categories. Instructions for reproducing the test and correct responses are included. (Author/CTM)

ED 161 931 TM 007 958

Donlon, Thomas F. Widiger, Thomas A.

Pictorial Sequences As the Basis for Tests of Reasoning.

Pub Date- Mar 78

Note-37p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Toronto, Ontario, Canada, March, 1978)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Cartoons, *Cognitive Tests, Culture Free Tests, Factor Structure, *Historical Reviews, Intelligence Tests, *Nonverbal Tests, Pictorial Stimuli, Test Bias, *Testing, Test Validity, Thought Processes, *Visual Measures

Identifiers-*Picture Sequencing Format

The historical development and recent applications are described of the picture sequencing format (PSF), a testing device which requires the subject to designate a complete and correct order for a set of related pictures. The earliest use was by Decroly in 1914 and perhaps the best known use is in the Wechsler intelligence tests. Special characteristics and qualities of the format are discussed. The author discusses four major areas within which the PSF may prove useful: (1) for the purpose of diagnostic or differential assessment; that is, broadly testing different areas of specific abilities in order to better grasp the pattern or profile of an individual's attainments; (2) for the testing of certain minority groups, for example the deaf and ethnic minorities; (3) as a predictive measure of certain practical, real life criteria, such as job success; and (4) as an intuitively appealing and entertaining measurement device useful in combatting low motivation, test anxiety, and negativism. (Author/CTM)

ED 161 971 UD 018 365

Gappert, Gary

Federal Aid, Urban Schools and State Responsibility for Quality of Life.

Pub Date-Dec 77
Note-39p.; Page 7 may not reproduce well due to reproduction quality of the original document
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*City Planning, Educational Policy, Elementary Secondary Education, Federal Aid, Federal State Relationship, *Government Role, Government School Relationship, Local Government, *Quality of Life, *State Aid, *State Government, Urban Education, Urban Environment, *Urban Schools

This paper attempts to lay the analytical foundation for understanding that urban schools must be viewed as the cornerstone of social reconstruction of older cities. It is shown that the improvement of neglected urban schools represents an opportunity for new initiatives by both Federal and State governments. The States' responsibility both for education and the structure of local and urban government should provide incentives for States to develop a State urban policy, and remove the disincentives or barriers to such a policy. Such action would leave the ultimate responsibility for the quality of life in urban society to State legislatures, rather than to the White House. The paper develops a number of contrary perspectives on the cities and states some general assumptions about a new urban policy. Fiscal realities and the problems of State educational aid serving to subsidize municipal overburden are also discussed. Finally, a perspective on national urban educational policy is developed and ideas for Federal educational policy are proposed. (Author/KR)

ED 161 993 UD 018 686

MacCann, Donnarae, Ed. Woodard, Gloria, Ed.
Cultural Conformity in Books for Children: Further Readings in Racism.
Pub Date-77
Note-215p.
Available from-Scarecrow Press, Inc., P.O. Box 656, Metuchen, New Jersey 08840 ($8.00)
Document Not Available from EDRS.
Descriptors-American Indians, Asian Americans, *Bias, Blacks, Censorship, *Childrens Books, Community Involvement, Cultural Awareness, *Cultural Pluralism, Elementary Secondary Education,

Library Material Selection, Mexican Americans, *Minority Group Children, *Multicultural Education, Puerto Ricans, *Racism

In this book, multicultural education, book selection criteria, racism in specific books, and methods of handling racist materials are discussed from Chicano, Puerto Rican, Asian, Black and Native American perspectives. The 26 selections were written by librarians, anthropologists, community planners and educators. All of the articles expose monocultural and biased practices in the educational system. In Part I, educators summarize the arguments against conformity, while the Council on Interracial Books for Children relates such arguments to the children's library profession. In Part II, members of the Third World, or those working in conjunction with them, talk about criteria and about specific books. Selected reviews illustrate the method of criticism employed by many Third World members. The final section deals with the complex problem of handling racist children's books. The readings show how librarians are taking specific action to increase cultural authenticity, reduce discrimination, and cope with the complexities of censorship and community participation. A culturally pluralistic orientation is advocated for libraries, based on a realistic assessment of cultural bias, the rights of the community, and the essential ingredients in the child's developing self esteem. A selected bibliography of additional readings on racism and multicultural education is also included. (Author/KR)

ED 162 037 UD 018 764

Kline, Paula, Comp.

Urban Needs: A Bibliography and Directory for Community Resource Centers.

Pub Date-78

Note-264p.

Available from-Scarecrow Press, Inc., 52 Liberty Street, P.O. Box 656, Metuchen, New Jersey 08840 ($11.00)

Document Not Available from EDRS.

Descriptors-*Annotated Bibliographies, *Community Resources, *Directories, *Social Services, *Urban Areas

This bibliography is a resource for materials providing information on urban programs, services, organizations, agencies, and individuals involved in the areas of: education; recreation; employment; housing; community development; consumer protection; legal, health, and social services; and information services provided by libraries, private organizations, and government agencies. Included are the following: (1) directories of local, State, Federal, private, and non-private agencies and organizations in these areas; (2) directories of programs which may be undertaken by individuals, communities, and agencies through one of these organizations; and (3) manuals, guides, and handbooks which provide information required for planning and developing programs, suggesting appropriate procedures and methods. Entries are arranged alphabetically by title, within chapters divided into broad subject areas and, with few exceptions, were published between 1969 and 1977. Indexes are arranged by title, author/agency, and subject. A list of publishers' addresses is appended. (Author/EB)

ED 161 891 TM 007 199

Skakun, Ernest N. Hakstian, A. Ralph

An Examination of Sampling Characteristics of Some Analytic Factor Transformation Techniques.

Alberta Univ., Edmonton. Div. of Educational Research.
Report No.-RIR-74-1
Pub Date-Mar 74
Note-12p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Comparative Statistics, *Factor Analysis, *Matrices, Models, *Oblique Rotation, *Orthogonal Rotation, *Sampling, Simulation, *Statistical Analysis
Identifiers-Least Squares Analysis

Two population raw data matrices were constructed by computer. simulation techniques. Each consisted of 10,000 subjects and 12 variables, and each was constructed according to an underlying factorial model consisting of four major common factors, eight minor common factors, and 12 unique factors. The computer simulation techniques were employed to generate one population of factorially simple, and one of complex data, with first the oblique and orthogonal factor models and then the solutions based on several special cases of the general orthomax criterion compared on these characteristics. Results indicated that a significantly better fit to the oblique population factor pattern matrix was realized by the oblique, as opposed to orthogonal, least squares transformations. When the magnitude of the differences between population values was compared with the magnitude of the mean differences for the sample values, the minute population differences had no effect on mean differences for the factorially simple data or the complex data. The authors outline the practical implications of these findings and offer recommendations for future research. (Author/JAC)

Thomas, Gail E.

Family Status and Standardized Achievement Tests As Contingencies For Black and White College Entry. Report No. 239.

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.; Russell Sage Foundation, New York, N.Y.
Pub Date-Nov 77
Contract-400-76-0034
Note-30p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Academic Achievement, Achievement Tests, *Admission Criteria, *Black Students, *Caucasian Students, *College Admission, *Family Background, Family Characteristics, Higher Education, Racial Balance, Racial Differences, Standardized Tests

This report examines the importance of race for college entry of blacks and whites when students' family background and standardized achievement test scores are taken into consideration. Data are from a subsample of 14,009 black and white males and females who participated in the National Longitudinal Study of the High School Class of 1972. Background variables were fathers' and mothers' education, fathers' occupation, parental income, and a household index of cultural and economic resource possessions in the home. The achievement test measure represented reading, letter groups, vocabulary and math subtests. The results show that when either or both family background and achievement test scores are low, a higher percentage of blacks attend college than whites. However, when both background variables are high, racial differences in college attendance are not as great. Additional analyses also indicated that if students with high achievement test scores and/or from high family status backgrounds were granted college entrance priority, a higher percentage of whites would attend college than blacks. As a result, the racial gap in college attendance between blacks and whites would be substantially increased. The author suggests that this data should be interpreted with caution because further research is needed. (Author/JAC)

ED 162 015 UD 018 718

Massie, Samuel P.

From Carver to Hill, and On.

Spons Agency-Research Corp., New York, N.Y.
Pub Date-78
Note-15p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Black Achievement, Black Colleges, Black Education, *Black History, Chemical Industry, *Chemistry, *Chemistry Teachers, Equal Opportunities (Jobs), *Higher Education, *Historical Reviews, Racial Discrimination

The story of blacks in chemistry is one of determination, expectation, participation and contribution. Between 1910 and 1945, despite George Washington Carver's significant agricultural contributions and St. Elmo Brady's scholarship, white graduate schools and industry had little interest in accepting blacks. There was slow progress, despite these attitudes, by black scholars in black schools and a foundation was laid for future research and publications. Beginning with World War II, changing social conditions provided more chances for scientific growth in universities, industry, textbook writing, government agencies, and professional organizations. The effects of desegregation began to be felt in universities and black scholars were hired away from exclusively black colleges. By the mid-1960s, black scholars were less hampered by prejudice and several black chemists became leaders in industry, administration and university programs. Presently, black schools face financial and identity crises because they have lost many of their black teachers. In order for blacks to continue to progress in chemistry, black scholars must serve at black schools, participate in professional organizations, and must write and publish. High level education must be provided for black students. (Author/KR)

ED 161 912 TM 007 577

Australian Item Bank Program: Handbook for Science Item Bank.

Australian Council for Educational Research, Hawthorn.
Pub Date-May 78
Note-101p.; For item banks, see TM 007 574-576; For related documents, see TM 007 569-573
Available from-The Australian Council for Educational Research Limited, P.O. Box 210, Hawthorne, Victoria, Australia 3122 (ISBN Number 0-85563-171-6, $A30.00 for TM 007 574-577); complete set of the Australian Item Bank (ISBN Number 0-85563-175-9, $A75.00)
Document Not Available from EDRS.
Descriptors-Achievement Tests, *Biological Sciences, Foreign Countries, Item Analysis, *Item Banks, Multiple Choice Tests, Objective Tests, *Physical Sciences, *Science Tests, Secondary Education, Secondary School Science, *Teaching Guides, Test Construction, Testing, *Test Items
Identifiers-Australia, *Test Manuals

This handbook is designed to assist teachers in using the Science Item Bank to construct diagnostic tests and end-of-course achievement tests. The item bank consists of over 2,800 multiple-choice items, and teachers are encouraged to supplement this source of test items with other forms of test questions. Key answers to these questions are arrived at by definition, by convention, or by consensus. In addition to their use in tests, these items may be used as stimuli for class discussion or for models for teacher-written items. The recommended process of test construction is based on classifying items on a content-by-cognitive process grid and using an iterative selection process until a satisfactory distribution of items is achieved. Classroom item analysis procedures are described for computing an item difficulty (facility) index, an item discrimination index, and an evaluation of distractors. The preparation of the item bank is described. The appendix includes detailed content outlines and a taxonomy of cognitive processes based on the work of Bloom and others, with sample items illustrative of the various categories. (CTM)

Flynn, Timothy M.

Predicting Second Grade Achievement Scores with the Slosson Intelligence Test, Peabody Picture Vocabulary Test, Goodenough-Harris Drawing Test, Developmental Test of Visual Motor and the Metropolitan Readiness Test.

Pub Date- 75
Note-24p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Academic Achievement, Achievement Tests, *Diagnostic Tests, Intelligence Tests, Predictive Measurement, *Predictive Validity, *Primary Education, *School Readiness Tests, *Screening Tests
Identifiers-California Achievement Tests, Developmental Test of Visual Motor Integration, Goodenough Harris Drawing Test, Metropolitan Readiness Tests, Peabody Picture Vocabulary Test, Slosson Intelligence Test

The predictive validity of the Slosson Intelligence Test, Peabody Picture Vocabulary Test, Goodenough-Harris Drawing Test, Developmental Test of Visual Motor Integration, and the Metropolitan Readiness Test was evaluated for use with kindergarten children. The criterion measure was the California Achievement Tests administered when the children were in second grade. The 81 public school kindergarten children were administered both the screening measures and the California Achievement test. The screening measures were originally administered to 123 children in six kindergarten classes; 81 of these children were located two years later. Examination of the correlations between the screening measures and achievement measures revealed that only the Metropolitan Readiness Test was related to the achievement measures. Stepwise regression results revealed that only the Metropolitan Readiness Test was entered into any of the achievement equations. It is recommended that remedial programs basing their treatment on diagnostic data from screening batteries be certain that test scores are actually related to future achievement. If not, the teacher would be better advised to use his or her own observations and interactions with the child to devise a treatment program. (Author/CTM)

ED 161 972 UD 018 367

Shapiro, Carol Bloom, Joel S.

Home Environment, Self-Concept and Urban Student Achievement: A Bibliography and Review of Research. NJ Urban Education Research Reports No. 5.

New Jersey State Dept. of Education, Trenton.
Pub Date-Feb 77
Note-73p.; Prepared in conjunction with the now-defunct Urban Education Observatory
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Academic Achievement, Birth Order, *Cognitive Development, Elementary Secondary Education, *Family Environment, Family Influence, Family Involvement, Family Mobility, *Personality Studies, Research Methodology, *Self Concept, Socioeconomic Influences, Student Motivation, Urban Education

This review analyzes recent research on student personality, social and home environment, and the influence of these factors on academic achievement, particularly among minority and disadvantaged students. Several factors which purportedly affect student achievement and which are examined in the review include: (1) socioeconomic status and its various indicators; (2) the cognitive climate of the home; (3) family relationships (broken versus intact families); (4) family residential mobility; (5) student self-concept; and (6) other personality correlates of achievement, including achievement motivation and anxiety. Lack of standardization in methodology, terminology, size of samples, and instruments used for assessment inhibit broad generalizations of research conclusions in this survey. However, the review does suggest that student achievement is the complex result of many interrelated factors, of which ability is only one. In order to raise students' cognitive development, it is stated, educators must consider non-cognitive student variables such as pre-school experience, home environment, geographic transience, individual personality, parental involvement, socioeconomic status, race, sex, family size, and birth order and spacing. A bibliography is included. (Author/KR)

ED 161 994 UD 018 687

Clarke, Susan E., Ed. Obler, Jeffrey L., Ed.
Urban Ethnic Conflict: A Comparative Perspective. Comparative Urban Studies, Monograph No. 3.
North Carolina Univ., Chapel Hill. Inst. for Research in Social Science.
Pub Date-76
Note-267p.
Available from-IRSS Publications, Drawer 78, Manning Hall 026-A, University of North Carolina, Chapel Hill, North Carolina 27514 ($5.50)
Document Not Available from EDRS.
Descriptors-City Problems, *Comparative Analysis, *Conflict, Demography, *Ethnic Groups, *Intergroup Relations, Language Role, Minority Groups, Political Influences, Racial Segregation, Religious Cultural Groups, Socioeconomic Influences, *Urban Areas
Identifiers-Belgium (Brussels), Canada, England (Birmingham), Northern Ireland (Belfast)

This is a collection of conference papers which focus upon factors and variables in conflict among urban ethnic groups in American cities and abroad. Included are the following articles: (1) Ethnic Conflict, Community-Building, and the Emergence of Ethnic Political Traditions in the United States,'' by Peter K. Eisinger; (2) Assimilation and the Moderation of Linguistic Conflict in Brussels,'' by Jeffrey Obler; (3) Belfast: The Urban Encapsulation of a National Conflict,'' by Frederick W. Boal, Russell C. Murray, and Michael A. Poole; (4) Racial Conflict in the City: The Experience of Birmingham, England from 1962 to 1975,'' by John Rex; (5) Urban Ethnic Conflict in Britain and Canada: A Comparative Perspective,'' by Anthony H. Richmond; and (6) Urban Ethnic Conflict: Selected Theoretical Approaches,'' by Susan E. Clark. References are provided with each article. (GC)

ED 162 038 UD 018 768

Barro, Stephen M.
The Urban Impacts of Federal Policies: Vol. 3, Fiscal Conditions.
Rand Corp., Santa Monica, Calif.
Spons Agency-Charles F. Kettering Foundation, Dayton, Ohio.; Department of Health, Education, and Welfare, Washington, D.C.
Report No.-R-2114-KF/HEW
Pub Date-Apr 78
Contract-CI-74-114/UA75-53
Note-211p.; For a related document, see ED 148 921
EDRS Price MF-$0.83 HC-$11.37 Plus Postage.
Descriptors-City Government, *Federal Aid, *Federal Legislation, *Financial Policy, Fiscal Capacity, *Government Role, Revenue Sharing, Social Services, *Urban Areas, Urban Population

The growing fiscal problems of American cities have drawn new attention to the dual role of the Federal government: on one hand a contributor to current problems; on the other, the main potential source of solutions and financial relief. Federal involvement in urban affairs is far more extensive than is suggested by the handful of explicitly urban Federal programs. The public and private sectors of the urban economy are affected by such diverse Federal policies as grants for social programs and facilities, transfer payments to individuals, tax treatment of housing and business investment, regulation of transportation, establishment of environmental standards, and enforcement of civil rights laws. These policies have major impacts on the fiscal conditions of local governments in urban areas. This report examines the effects of Federal actions on fiscal conditions in the urban public sector. It presents a conceptual analysis of the ways in which Federal actions can influence the fiscal conditions of urban local governments and a review and synthesis of the relevant research and policy literature. Both the Federal policies that affect local finances directly and those that operate indirectly via the private sector are covered. (Author/KR)

ED 161 892 TM 007 310

Watkins, James Wilkinson, Leon D.

Data Processing Systems for School District Testing Offices. Publication No. 77.41.

Pub Date-Mar 78

Note-30p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Computer Storage Devices, *Data Processing, *Educational Testing, Electronic Data Processing, Elementary Secondary Education, *Information Needs, *Performance Criteria, *Scoring, Testing, Test Interpretation, *Test Results

A poorly designed data processing system in a school district testing office may cause a delay in the creation of test results, produce inaccurate results, or utilize more resources than are necessary. Therefore, the authors present a model of a data processing system as a basis for comparing systems in terms of the basic functions they must perform and the constraints under which they might operate. Optical scanning, editing, scoring, and creating reports and output files are the four functions which comprise the model, and the operation and interaction of each is outlined. The external constraints which are found in data processing systems are the resources available for use by the system, and the demands that are placed on the resources. These demands involve: (1) generating specified reports and tape files for later use; (2) insuring a specified degree of accuracy in the data; and (3) completing reports by a specified date. Creating a balance between system resources and demands is discussed. In addition, flow charts for the overall system and each of its functions are appended. (Author/JAC)

ED 161 953 TM 008 003

Maier, Milton H. Hirshfeld, Stephen F.

Criterion-Referenced Job Proficiency Testing: A Large Scale Application. Research Report 1193.

Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.

Spons Agency-Army Training and Doctrine Command, Fort Monroe, Va.; Office of the Deputy Chief of Staff for Personnel (Army), Washington, D.C.

Pub Date-Feb 78

Note-30p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Criterion Referenced Tests, *Enlisted Personnel, Job Analysis, *Job Skills, Mastery Tests, *Occupational Tests, *Performance Tests, Personnel Evaluation, Test Construction, Test Interpretation

Identifiers-*Army, *Skill Qualification Tests

The Army Skill Qualification Tests (SQT's) were designed to determine levels of competence in performance of the tasks crucial to an enlisted soldier's occupational specialty. SQT's are performance-based, criterion-referenced measures which offer two advantages over traditional proficiency and achievement testing programs: test content can be made public in advance of administration, and personnel management decisions involving promotion, selection, and advanced schooling can be based on performance standards instead of personnel quotas. SQT's are based on job descriptions provided in the Soldier's Manual and consist of scorable units for job tasks. A number of test items make up a scorable unit through which a soldier must demonstrate acceptable mastery of the task in question. This booklet discusses standards for SQT's, test development, and assumptions for using SQT scores. (Author/JAC)

ED 162 016 UD 018 719

Silcott, T. George

Building Black-Controlled Family Agencies: Benefits and Impediments.

Pub Date-3 Nov 77
Note-18p.; Not available in hard copy due to reproduction quality of the original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Black Community, *Black Leadership, *Child Welfare, *Community Agencies (Public), Community Development, *Family Programs, *Social Services, *Voluntary Agencies, Youth Agencies

Although 60% of the children served by foster care programs are black, none of the child welfare agencies in New York City are black-controlled. Control of child and family agencies would enable knowledgeable black entrepreneurs to define the kind of services to be delivered and where they are to be placed. In this way, the issues underlying the social problems could also be addressed. Black family agencies would create jobs for blacks, thus building a base for economic development in the black community. Unfortunately, serious impediments to the achievement of these goals exist: lack of capital, scarcity of experienced management, and a diversion of self-development resources into integration efforts. Some measures to overcome these impediments include: (1) information and support centers concerned with development of black agencies across the country, including staff capable of giving technical assistance to potential agency management, (2) legal research to determine what funds could be made available for black controlled agencies and the means by which future control of these monies might be detached from white-controlled boards; (3) improvement of fund raising methods in the black community; (4) heightened commitment by citizens to keep elected officials aware of their community's interests and needs; (5) influence of Title XX funding levels, so that 90% of the funds for family-life preservation would be provided by the government; and (6) a willingness to take the first step. (KR)

ED 161 933 TM 007 960

Plake, Barbara S. And Others

An Investigation of Differential Item Performance by Sex on the Iowa Tests of Basic Skills.

Pub Date-28 Mar 78
Note-37p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Toronto, Ontario, Canada, March 28, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Achievement Tests, *Content Analysis, Elementary Education, *Elementary School Mathematics, *Item Analysis, *Sex Differences, Sex Discrimination, *Test Bias, Test Items
Identifiers-Iowa Tests of Basic Skills

Three levels of the Iowa Tests of Basic Skills were studied to disclose the possible existence of sex bias in mathematics test items. Two mathematics tests (mathematical concepts and mathematics problem solving) and two comparison verbal tests (vocabulary and reading) were selected for analysis at three levels grades 3, 6, and 8. Samples of 480 boys and 480 girls were selected from 48 Iowa school systems at each grade level. A three-factor analysis of variance design was used with items and sex considered fixed factors, and school systems a random factor. Out of 341 verbal items, there were 13 that appeared to favor girls and there were 16 that appeared to favor boys. Out of 213 mathematics items, there were 8 that appeared to favor girls and 11 that appeared to favor boys. The results of the study suggest that neither the verbal nor the mathematical subtests function differentially for male and female pupils at any of the three grade levels tested. (CTM)

ED 161 995 UD 018 688

Beebe, James

The Filipinos in Mountain View, California: A Census Type, Socioeconomic Survey.

Filipino Association of Mountain View, Inc., Calif.
Spons Agency-Department of Labor, Washington, D.C.
Pub Date-Mar 78
Note-205p.; Not available in hard copy due to author's restriction
Language-English; Tagalog
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Academic Achievement, Census Figures, Community Problems, Community Size, *Community Surveys, *Filipino Americans, *Immigrants, *Research Methodology, Second Language Learning, Social Services, *Socioeconomic Status
Identifiers-*California (Mountain View)

This work provides an in-depth profile of 1,629 Filipinos living in Mountain View, California. The research was designed to answer questions about how many Filipinos are present, their background, their overall socioeconomic status, their language use, education and use of selected government services. Despite overall appearances of prosperity and success, the dynamic and highly variable Filipino community, it was found, has some problems. The community faces increasing numbers of Filipinos arriving in this country, Filipinos employed in positions which do not utilize their education and training, Filipinos not completing their education, and Filipinos not receiving services for which they are eligible. In addition to details of the research strategies used, this report includes appendices with sample data gathering interview guidelines, a questionnaire, and a publicity poster. (Author/KR)

ED 162 039 UD 018 777

Longstreet, Wilma S.

Aspects of Ethnicity: Understanding Differences in Pluralistic Classrooms.

Pub Date-78

Note-200p.

Available from-Teachers College Press, Teachers College, Columbia University, 1234 Amsterdam Avenue, New York, New York 10027 ($8.95)

Document Not Available from EDRS.

Descriptors-Case Studies (Education), *Classroom Communication, Cultural Differences, Cultural Pluralism, Educational Practice, Elementary Secondary Education, Ethnic Groups, *Ethnicity, Imitation, *Learning Characteristics, Minority Group Children, Nonverbal Communication, Social Behavior, *Social Factors, Social Values, *Stereotypes

This volume utilizes biography-social science research findings, classroom management techniques, and a language/communication analysis system to consider multi-ethnic interaction in the classroom. After defining ethnicity and making a case for heritage ethnicity'' and scholastic ethnicity,'' the concept of stereotyping and its relation to ethnicity are investigated. Other aspects of ethnicity discussed include verbal communication, nonverbal communication, orientation modes, social value patterns, and intellectual modes. Literature dealing with these phenomena is reviewed and direct observation data from classroom interactions are used to supplement the investigations presented. The relationship of basic and advanced notions about the impact of ethnicity, particularly in the schools, are critically defined through sample profiles/checklists and charts. Appended are a nonverbal observation checklist and classification system and a matrix format which allows a social value pattern to be described by a series of numbers. (Author/EB)

ED 161 893 TM 007 318

Curry, Allen R. And Others

Invariance of Rasch Model Ability Parameter Estimates Over Different Collections of Items.

Pub Date-Mar 78

Note-82p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Complexity Level, Equated Scores, Goodness of Fit, *Item Analysis, *Item Banks, *Mathematical Models, Simulation, Standard Error of Measurement, *Test Construction, Test Items

Identifiers-Birnbaum 2 Parameter Logistic Model, Item Characteristic Curve Theory, Item Discrimination (Tests), Latent Trait Models, *Rasch Model, Test Theory

The efficacy of employing subsets of items from a calibrated item pool to estimate the Rasch model person parameters was investigated. Specifically, the degree of invariance of Rasch model ability-parameter estimates was examined across differing collections of simulated items. The ability-parameter estimates were obtained from a simulation of examinee responses to 36 item sets that differed both in fit to the model and in item difficulty. Three examinee groups were formed in order to vary only by shape of the distribution of true ability. The three item-subset characteristics were: (1) percentage of items in the subset that fit the model; (2) difficulty level of the items in the subset; and (3) degree of misfit of those items in the subset that do not fit the model. Each examinee's response to an item was simulated under a general logistic model which takes into account variation in item discrimination. The simulation resulted in an observed score for a subset of items which was based on the examinee's true ability, item difficulty, item discriminations, and a random-error component. (Author/CTM)

ED 161 913 TM 007 583

Seeley, Leonard C. And Others

Development of the Armed Services Vocational Aptitude Battery (ASVAB) Forms 2 and 3. Technical Paper 280.

Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.
Pub Date-Feb 78
Note-28p.
Available from-National Technical Information Service, Springfield, Virginia 22161 (AD-A 053 457)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Aptitude Tests, Classification, *Item Analysis, *Military Personnel, *Norms, Personnel Selection, Senior High Schools, Statistical Data, *Test Construction, *Vocational Aptitude
Identifiers-*Armed Services Vocational Aptitude Battery

The Armed Services Vocational Aptitude Battery (ASVAB), composed of the common elements of operational classification batteries used by the different services, has been given to high school students since 1968. Results are used by the schools for counseling and by the Armed Services for selecting and classifying potential recruits. The present report documents the development and validation of ASVAB Forms 2 and 3, parallel improved forms which were operational from January 1973 to January 1976. Steps in the development and validation were: (1) preparation of 200 new items for each of the eight cognitive tests of ASVAB-1; (2) field administration to approximately 4,000 Selective Service registrants, stratified to represent the population of young men of military age in order to obtain basic data on the items; (3) preparation of eight 25-item tests based on item analysis of the field data, and generation of two new forms of the noncognitive Coding Speed test; and (4) a second field administration to approximately 3,500 registrants to derive norms and other statistical characteristics of the two new forms. (Author/CTM)

ED 161 973 UD 018 368

Seifer, Nancy

Where Feminism and Ethnicity Intersect: The Impact of Parallel Movements. Working Paper Series Number 16.

American Jewish Committee, New York, N.Y. Inst. on Pluralism and Group Identity.

Pub Date-Feb 76

Note-14p.

Available from-Institute on Pluralism and Group Identity, American Jewish Committee, 165 East 56th Street, New York, New York 10022 ($0.50)

Document Not Available from EDRS.

Descriptors-Civil Rights, Cultural Pluralism, Culture Conflict, *Ethnicity, *Females, *Feminism, *Group Membership, Lower Middle Class, Low Income Groups, Middle Class, *Minority Groups, *Social Change, Social Differences, Womens Education, Working Women

In the past five years, the Women's Movement and rising ethnic identity among white and racial minority groups have become facts of life in American society. Both movements challenged the myth of the American melting pot and the promise of freedom, justice and liberty for all.'' The answer to apparent societal fragmentation may be found in an examination of the reciprocal impacts of cultural diversity and the Women's Movement. In its early years, the Movement's base was narrow, appealing to white, middle class professionals, and frequently alienating the majority of American women. But as the Movement dug deeper into all areas of discrimination, the fight for equal rights gained new adherents and new affiliations with organizations that focused on the needs of working class women. The Movement's impact is visible in such developments as the formation of women's labor unions, innovative education programs sensitive to women's special needs, and women's support groups in ethnic communities. The U.S. National Women's Agenda is a broad scale coalition of over 90 such groups. The Agenda promises to become an organizing tool and vehicle for stating the concerns of American women of all backgrounds. Its success will depend on the extent to which women can understand and appreciate their differences. (Author/KR)

ED 161 954 TM 008 010

Tyler, Ralph W. And Others

The Florida Accountability Program: An Evaluation of Its Educational Soundness and Implementation.

Florida Teaching Profession (NEA), Tallahassee, Fla.; National Education Association, Washington, D.C.

Pub Date-Jul 78

Note-26p.

Available from-National Education Association, Publications Sales, 1201 16th Street, N.W., Washington, D. C. 20036 (contact for further details)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Academic Achievement, Academic Standards, Basic Skills, *Educational Accountability, Educational Assessment, Elementary Secondary Education, Formative Evaluation, Minimum Competency Testing, Program Descriptions, Program Effectiveness, *Program Evaluation, *Program Improvement, State Legislation, *State Programs, State School District Relationship, Testing Problems, *Testing Programs

Identifiers-Florida, *Florida Accountability Program, *Florida Educational Accountability Act 1976

The panel which conducted this study was invited by the Florida Teaching Profession National Education Association (NEA) and the NEA to assess the educational soundness of implementation of the Florida Accountability Act. The panel felt that the overall purpose of the accountability program was praiseworthy, but that the minimum competency testing program, with its mandatory standards for receiving a high school diploma, was seriously faulty because it took primary responsibilities away from the local school when the Florida Legislature had adopted a policy of school-based management. A strategy which the panel recommended for increased effectiveness would be to help schools identify their particular problems and assist each school in developing educational programs designed to attack those problems. Standards and requirements for promotion would then be based on more reasonable expectations. The panel also felt that an essential step for improvement would be to reconstruct the educational environment outside the school. Program inadequacies are attributed to excessive haste in instituting the program and failure to communicate with all participants. In addition, the panel felt that an attempt to have the public assume responsibility for out-of-school education should have been an early step in the accountability program. (Author/JAC)

ED 162 017 UD 018 720

Brown, Nina W.

Program Planning for Culturally Different Minority Students.

Pub Date- 78
Note-19p.; Not available in hard copy due to marginal legibility of the original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Adolescents, *Black Students, *Cultural Differences, *Culturally Disadvantaged, Educational Programs, *Individual Characteristics, Personality Tests, *Program Planning, Rural Youth, *Self Concept, Sex Differences, Urban Youth

If a program is to succeed, sufficient attention must be devoted to the personality characteristics, attitudes and interests of the persons for whom the program is being planned. The data from a study of the personality characteristics of 446 poor, black adolescents enrolled in a summer poverty work program were used to demonstrate how the knowledge of personality characteristics could be utilized in program planning. From the test results of the two personality inventories, it would appear that these adolescents perceived themselves as incompetent, inefficient and seeking recognition. Yet, as a group, all were attempting to become effective and competent people in accord with society's demands. Putting the results into program planning, the following should be provided for participants: detailed goals, concrete procedures for activities, interaction in small groups, clear instruction of expectations, concrete recognition and reward for accomplishments, allowance for partial participation in planning, experiences that develop interpersonal relation skills but that don't promote interpersonal confrontations, activities that initially deal with objects and then gradually focus on people and ideas, activities that do not rely on reading ability, group division by sex (if necessary), and a means for objectively evaluating the success of the program. (Author/KR)

Your Legal Rights and Responsibilities: A Guide for Public School Students.

Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Report No.-DHEW-OHDS-78-26048
Pub Date-78
Note-29p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Educational Legislation, Elementary Secondary Education, *Federal Legislation, *Public Schools, *Student Rights, *Supreme Court Litigation

Supreme Court decisions and Acts of Congress relating to students' rights are discussed in this pamphlet. The legal principles outlined by the Supreme Court decisions are presented for various areas, including religion, speech and expression, flag salute and pledge of allegiance, suspension and expulsion, racial discrimination and segregated schools, and enforcement of legal rights. Some background information on respective cases is provided. The rights given through Acts of Congress are described for the areas of student records, discrimination against minority group students, sex discrimination, and the rights of handicapped children and special education. Steps a student should take in the event that his/her rights are violated are suggested. A listing of organizations that offer advocacy and other services to young people in need is appended. (Author/EB)

Berk, Ronald A.

Item Sampling From Finite Domains of Written Discourse.

Pub Date-Mar 78
Note-17p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Criterion Referenced Tests, *Readability, *Sampling, Sentences, *Test Construction, *Test Items, *Transformation Generative Grammar
Identifiers-Bormuth Literacy Model, *Sample Size

A method is described for choosing sample sizes when the domain to be sampled consists of a finite set of sentences and the purpose is to construct a test to assess the comprehension or the readability of written discourse. The testing method is that proposed in Bormuth's work on transformational analysis within a criterion-referenced measurement framework. The suggested sampling unit for this type of analysis is the sentence, but other units are mentioned. Guidelines are provided for computing sample size based on: the size of the domain, the criterion level for successful performance, and the confidence level desired. Two methods are suggested for selecting the sample of sentences to which the transformational rules for item writing are to be applied. A table of sample sizes for a given set of conditions is presented to aid the practitioner in using this sampling procedure. (Author/CTM)

ED 161 996 UD 018 690

Compensatory Education Study. Final Report to Congress from the National Institute of Education.

National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Sep 78
Note-197p.; For related documents, see ED 113 429, ED 145 061, and UD 018 632; Tables 1-16 and pages 130-131, 134, 146, 148, and 162-65 may be marginally legible due to print size of the original document
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Descriptors-Advisory Committees, Board of Education Policy, *Compensatory Education Programs, Effective Teaching, Elementary Secondary Education, *Federal Programs, Inservice Teacher Education, Parent Associations, *Program Administration, *Program Evaluation, *Resource Allocations
Identifiers-*Elementary Secondary Education Act Title I

This report concludes a series of interim reports presenting findings from over 35 research projects on compensatory education programs. It completes the analysis of the study areas of funds allocation, service delivery, student development, and program administration, and provides both follow-up findings and additional information on Title I operations. Chapter I addresses the feasibility and effects of changing the current formula of within-district allocation procedures, one comparison being between poverty-based and achievement-based allocation strategies. Chapter II compares the training and experience of regular and compensatory education teachers and examines the degree to which Title I funds are used for training purposes. In Chapter III, test data are examined in order to determine whether the apparent effectiveness of the compensatory education instruction remains constant over a full year. A new area of report findings, the role of the Parent Advisory Councils, is explored in Chapter IV. Regulations governing the councils, the ways in which States and districts implement these regulations, and the actual operation of the councils as seen by parent participants are analyzed. In the final chapter, the local administration of the Title I, especially district and school planning and evaluation activities, is described. Statistical tables are included throughout the report. (Author/KR)

ED 161 894 TM 007 324

Hambleton, Ronald K. Cook, Linda L.

Some Results on the Robustness of Latent Trait Models.

Pub Date- Mar 78

Note-28p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Complexity Level, Goodness of Fit, *Item Analysis, Scoring, Simulation, *Test Construction, Testing, Test Items

Identifiers-Birnbaum 3 Parameter Logistic Model, *Item Characteristic Curve Theory, Item Discrimination (Tests), *Latent Trait Theory, Test Length, Test Theory

The purpose of the present research was to study, systematically, the goodness-of-fit'' of the one-, two-, and three-parameter logistic models. We studied, using computer-simulated test data, the effects of four variables: variation in item discrimination parameters, the average value of the pseudo-chance level parameters, test length, and the shape of the ability distribution. Artificial or simulated data representing departures of varying degrees from the assumptions of the three-parameter logistic test model were generated and the goodness-of-fit'' of the three test models to the data was studied. From the data sets analyzed in the study, it is clear that there are some sizable gains to be expected with modest length tests (n 20) in the correct ordering of examinees at the lower end of the ability continuum when three-parameter model estimates are used (as opposed to the number right score). The gains were cut roughly in half when the tests were doubled (n 40) in length. Item discrimination parameters as scoring weights had very little effect on the results. (Author)

ED 161 914 TM 007 606

Long, John And Others

An Empirical Investigation of the ESEA Title I Evaluation Systems' Proposed Variance Estimation Procedures for Use With Criterion Referenced Tests.

Pub Date-Mar 78

Note-10p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Compensatory Education Programs, *Criterion Referenced Tests, *Educational Assessment, Elementary Education, *Evaluation Methods, Goodness of Fit, Norm Referenced Tests, *Norms, *Program Evaluation, Reading Achievement, Research Methodology, Statistical Analysis, *Test Interpretation

Identifiers-Elementary Secondary Education Act Title I, *RMC Models

An experiment was performed to evaluate the tenability of the assumption in the Elementary Secondary Education Act (ESEA) Title I proposed variance estimation procedures for criterion referenced tests. The assumption is that the ratio of the local to the national standard deviation for the national sample will be the same for the normed test as for the non-normed test. This assumption and the relevant procedure have been proposed only for the study of treatment effects where they depend on the use of aggregated data and not for evaluation at the local level. Two nationally normed reading achievement tests were used, and comparisons were made of actual standard deviations for norm groups with estimates of norm group standard deviations using the ESEA procedure separately for five different grade levels. All five estimates were above the actual values in error by eight percent to 57%. Until further study is made of the errors made in estimating population standard deviations, it appears that the use of non-normed tests in Title I evaluations is a questionable practice. (Author/CTM)

ED 161 974 UD 018 442

Niederman, Nancy S.

Black Employment in Kentucky State Agencies, Seventh Report. An Analysis of Job Levels, Salaries and Hiring Patterns as of November, 1975.

Kentucky State Commission on Human Rights, Frankfort.

Pub Date-77

Note-35p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Black Employment, *Equal Opportunities (Jobs), Equal Protection, *Government Employees, Personnel Integration, Personnel Selection, Promotion (Occupational), *Racial Discrimination, Salary Differentials, *State Agencies, *State Government

Identifiers-*Kentucky

Although there were improvements in salary levels, percentage and total numbers of blacks employed in Kentucky State government between 1974 and 1975, a disproportionate number of blacks were still concentrated in a few job categories, primarily in the lower half of the pay scale. Major agencies such as transportation, agriculture, and state police improved only slightly, if at all, and the historical society and governor's office just barely came off the list of all-white agencies. The Department of Corrections boosted their overall departmental black percentage up to 5.1%. Limited gains gave blacks a slightly larger share of the State payroll. The conclusion to be drawn from current statistical data is that blacks are too slowly moving toward equality with whites in State government. State agencies must renew their commitment of equal opportunity not only by hiring new blacks, but by upgrading those qualified blacks already employed to more responsible, high-paying positions. (Author/KR)

ED 161 935 TM 007 964

Shiffler, Nancy L. And Others

FEHR-Practicum: A Computer-Simulation Approach to Teaching Research and Evaluation Methods.

Pub Date-Mar 78
Contract-OEG-0-72-0529
Note-24p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978); For related documents, see ED 131 055 and 151 364-366
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Academic Achievement, *Computer Assisted Instruction, *Course Evaluation, *Educational Research, Evaluation Methods, Formative Evaluation, Higher Education, *Methods Courses, *Practicums, Research Methodology, *Research Skills, Simulation, Student Attitudes
Identifiers-*Formative Evaluation Heuristic Research Practicum

The Formative Evaluation and Heuristic Research (FEHR) Practicum, a computer-simulated educational research and evaluation experience, was assessed as a means of improving participants' knowledge and skill in traditional research. Trainee activities include the preparation of preliminary surveys, evaluation proposals, budgets, computer commands, and final reports. It was hypothesized that achievement in a two-semester graduate-level course in research design and data analysis would improve in direct relation to the amount of exposure to FEHR. During the first semester the effects of FEHR on final exam scores and on perceived research competence and interest in research were assessed; the Self Assessment of Research and Evaluation Skills was used to measure attitudes toward research. The second-semester evaluation examined the effects of differing amounts of exposure to FEHR on the development of applied research skills; that is, students' FEHR project reports were rated on a five-part criterion-referenced scale. Evaluation data from both semesters supported the hypothesis that increased FEHR exposure would produce a monotonic increase in achievement in basic statistics and research design and in the applied skills represented by the final report. The attitudinal measures provide less consistent support for the hypothesized monotonic trend. The FEHR-Practicum Rating Sheet (used in this study to rate proposals and final reports) is appended. (Author/CP)

ED 162 018 JD 018 721

Golubchick, Leonard H., Ed. Persky, Barry, Ed.

Urban, Social, and Educational Issues. A Doctorate Association of New York Educators Series.

Pub Date-74

Note-271p.

Available from-Kendall/Hunt Publishing Company, 2460 Kerper Boulevard, Dubuque, Iowa 52001 ($7.95)

Document Not Available from EDRS.

Descriptors-Affirmative Action, Bilingual Education, Career Education, *City Problems, Curriculum, Decentralization, Drug Abuse, Educationally Disadvantaged, *Educational Problems, *Educational Strategies, *Educational Trends, Elementary Secondary Education, Racial Integration, *Social Factors, Social Problems, Student Teacher Relationship, Teacher Education, Teacher Qualifications, Teachers, Urban Education

Presented in this document are a selection of articles written by professional educators which offer insights into education as a social institution. In a section on educational issues, some of the subjects addressed include: curricula, integration, decentralization, staffing, school financing, bilingual education, test analyses, career education, school comparisons, day care, qualified teachers and affirmative action. Classified and discussed as urban problems are: power relationships, school relevance, disadvantaged children, immigration patterns, drug abuse, discipline, health, and other social and educational issues. Unions, decision making, teacher student relationships, training, and teachers' roles are discussed in a final section dealing with the teacher as a professional. (Author/EB)

ED 162 041 UD 018 779

Halaby, Charles N.

Sexual Inequality in the Workplace: An Employer-Specific Analysis of Pay Differences. Discussion Paper No. 502-78.

Wisconsin Univ., Madison. Inst. for Research on Poverty.
Pub Date-78
Note-48p.; Best copy available
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Career Opportunities, *Employer Attitudes, Employer Employee Relationship, Employment Level, Employment Practices, *Equal Opportunities (Jobs), Personnel Policy, *Personnel Selection, *Promotion (Occupational), Salary Differentials, Seniority, *Sex Discrimination

Sexual inequality is rooted in systematic male-female differences in employer-employee exchanges of productive resources for employment and pay. In an analysis of the effects of the differential distribution of personnel across the major job classes and hierarchical levels of a large utilities firm, the degree to which the male-female salary gap is due directly to wage discrimination, or indirectly to sex segregation, was determined. An examination of the relation between earnings, position and human capital was used to ascertain the degree and nature of sexual differences in salary regimes. It was found that sex accounted for 31% of the variance in salary, but that most of this difference was due to male-female disparities in schooling and seniority. Further analysis revealed that sexual inequality can be traced to job and rank segregation along sexual lines. While job segregation may reflect the companies' decisions not to consider women for certain positions (or a dearth of qualified women), rank segregation more closely reflects company policy. Rank segregation occurs because the company transforms female human capital into higher rank at a lower rate than male capital, that is, promoting men to the highest rank to which their jobs lead but not promoting women hired for the same jobs. (Author/KR)

Welch, Wayne W. Ward, William H., Jr.
Evaluation of USMES Implementation Projects. Evaluation Report.
Minnesota Univ. Minnesota Research and Evaluation Center, Minneapolis.
Spons Agency-Unified Science and Mathematics for Elementary Schools, Newton, Mass.
Pub Date-Sep 75
Note-86p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Cost Effectiveness, *Curriculum Development, Decision Making Skills, Elementary Education, *Learning Activities, Learning Laboratories, *Pilot Projects, *Problem Solving, *Program Descriptions, Program Development, *Program Evaluation, Questionnaires, Relevance (Education), Teacher Attitudes
Identifiers-*Unified Science Mathematics for Elementary Schools

This study was designed to assess two projects implemented by the Unified Science and Mathematics for Elementary Schools (USMES) program. The program is based on the belief that elementary school students learn mathematics, science, social science, and language arts skills quickly by investigating practical problems taken from the local school and community environment; and, in addition, gain competence in problem solving. The teacher's role is primarily consultive and supportive; full exploration of a problem continues for several months when integrated with other activities. The program utilizes design labs equipped with tools and construction materials for problem solving. Fifty teachers attended a four-day workshop and a course as training for the district-college USMES model implemented in seven target schools in Lansing, Michigan. The program was also implemented as a district-only model in 170 schools in Chicago, Illinois. Information was gathered concerning participant satisfaction, cost analysis, usage rates, and dissemination and usage factors. In addition, on-site visitations and teacher questionnaires were used to determine teachers' perceptions of the USMES program. A sample questionnaire is included. Results indicated the projects were ineffective in dissemination and utilization of USMES curriculum, but this failure was attributed to implementation factors, rather than the program itself. (Author/JAC)

ED 161 955 TM 008 011

Okey, James R. And Others

Teacher Performance Assessment Instruments: Manual for Data Collectors.

Georgia State Univ., Atlanta. School of Education.

Spons Agency-Georgia State Dept. of Education, Atlanta. Div. of Program and Staff Development.

Pub Date-Jun 78

Note-56p.; For related documents, see TM 008 012 and 013

Available from-Teacher Assessment Project, College of Education, University of Georgia, Athens, Georgia 30602 ($2.25)

Document Not Available from EDRS.

Descriptors-*Classroom Observation Techniques, Elementary Secondary Education, *Evaluation Criteria, Performance Factors, Program Descriptions, State Standards, *Teacher Behavior, *Teacher Evaluation, *Teaching Skills, Test Construction, Test Items

Identifiers-Georgia, *Teacher Performance Assessment Instruments, *Test Manuals

The five instruments and the procedures in this manual were designed to assess teaching competencies selected for the Georgia department of education. The system, designed to assess teaching competence in an on-the-job setting included the following steps: (1) identifying desirable teaching competencies; (2) identifying behaviors that correspond to the competencies; (3) developing instruments to assess the behaviors; (4) preparing a training program in the use of the observation instruments; (5) conducting research and evaluation studies to determine the validity of the competencies and indicators, the reliability and validity of the instruments, and the adequacy of the training program; and (6) revising the instruments and training procedures. Over 4,000 teachers, administrators, and college professors participated in the selection of the competencies; teachers and administrators helped to select behaviors related to the competencies, prepare materials for the training program, and conduct trial administrations of the instruments. Teaching competencies involved planning and managing instruction, instruction, providing a learning environment, evaluating, and professional responsibilities. A statement of purpose and conditions of use are included for each instrument, as well as information on data collection. The instruments are entitled: Teaching Plans and Materials; Classroom Procedures; Interpersonal Skills; Professional Standards; and Student Perceptions. (Author/JAC)

St. John, Nancy H. Gordon, Edmund W., Ed.

School Desegregation: Outcomes for Children. Findings in Search of a Theory.

Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.
Pub Date-78
Note-17p.; For a related document, see ED 102 279; Not available in hard copy due to publisher's restriction ; Small type may be marginally legible
Journal Cit-IRCD Bulletin; v13 n2 Spr 1978
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Black Students, Caucasian Students, Elementary Secondary Education, *Integration Effects, Minority Groups, *Racial Factors, *School Integration, *Student Attitudes, *Student Characteristics, Success Factors

This article examines nine dimensions to the meaning of school desegregation for black children and analyzes one attitudinal outcome related to each dimension. The dimensions (listed first) and corresponding outcomes are as follows: (1) symbolic message and sense of control; (2) borrowed stigma aura and self esteem; (3) relative deprivation and morale; (4) roles and expectations of others and motivation; (5) peers as reference group and school related norms; (6) cross racial contact and cross racial attitudes; (7) minority group position and anxiety; (8) cultural marginality and group identity; and (9) comparative reference group and academic self confidence. The meaning of school desegregation for white children is also considered. Educational conditions under which desegregation is likely to have the most beneficial and least harmful outcomes for children are suggested for each dimension. The potential impact of individual differences, such as age, sex, mental health, achievement level and family socioeconomic status on successful biracial schooling is discussed. (Author/AM)

Poor Administration of the 1977 Summer Program for Economically Disadvantaged Youth in New York City.

General Accounting Office, Washington, D.C. Div. of Human Resources.
Report No.-HRD-78-123
Pub Date-26 Jul 78
Note-47p.
Available from-U.S. General Accounting Office, Distribution Section, Room 1518, 441 G Street, N.W., Washington, D.C. 20548 (n.c. for single copy); U.S. General Accounting Office, Distribution Section, P.O. Box 1020, Washington, D.C. 20013 ($1.00 per copy for multiple copies)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Administrative Problems, City Wide Programs, *Economically Disadvantaged, Employment Programs, Federal Aid, Program Costs, Program Effectiveness, *Program Evaluation, Program Planning, Staff Role, *Summer Programs, *Urban Youth, Work Experience Programs, *Youth Employment
Identifiers-*New York (New York Metropolitan Area)

This report provides background and data from an investigation of New York City's summer youth employment program. It concludes that the program was poorly planned and poorly administered by both the Department of Labor and the city. Although some of the worksites visited were providing useful work experience to enrolled youths, over half of the worksites had serious problems, such as insufficient work or absent enrollees recorded as present. In these instances, program objectives may have been defeated by fostering bad work habits and paying salaries for little or no work. The following factors contributed to the problems found: (1) inadequate planning resulted in an insufficient number of productive jobs and a lack of control over program operations and over the use of Federal funds; (2) project sponsors from previous years were generally refunded with little consideration of their past performance and major sponsors were automatically refunded; (3) the methods used to register youths gave rise to questions about the income eligibility of some of the enrollees and reportedly resulted in all-night lines and rowdyism; (4) monitors were inadequately trained, many worksites were not visited, and problems noted were frequently not followed up on to insure corrective action. (Author/EB)

ED 161 895 TM 007 381

Ory, John C. Poggio, John P.

The Effect of Varying Response-Mode Formats on Responses to Affective Measures.

Pub Date-Mar 78

Note-21p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Toronto, Ontario, Canada, March, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Affective Tests, *Answer Sheets, Attitude Tests, *Cognitive Style, Higher Education, Personality Tests, *Response Mode, *Response Style (Tests), Secondary Education, Secondary School Students, *Testing, Test Items, Undergraduate Students

Identifiers-Education Scale, Hidden Figures Test, Personality Research Form

The study investigated the effect of response mode variation (the use or non-use of separate answer sheets) on subject responses (N 1017) to affective instruments treating both instrument and subject characteristics. Instrument characteristics examined included attitudinal versus personality scale composition, scale items written in first versus third-person mode and variations in response actions (circling, writing or darkening response). Subject characteristics investigated were individual differences due to cognitive style (flexibility of closure), and school grade level (junior high, high school or college). Results indicated significant score differences across scales with and without answer sheets. (Author)

ED 162 019 UD 018 722

Because It Is Right Educationally. A Ten-Year Report. Principles Governing Massachusetts Board of Education Integration Policy Decisions, 1965-1975.
Massachusetts State Board of Education, Boston.
Pub Date- 78
Note-17p.; For a related document, see ED 001 117
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Administrative Principles, *Board of Education Policy, *Court Cases, Elementary Secondary Education, *School Integration, *State Legislation, *Supreme Court Litigation
Identifiers-*Massachusetts

After presenting the legal principles regarding Massachusetts school integration policy, this document outlines the policy guidleines that State has established for meeting these principles. Footnotes include reviews of court decisions on school segregation in various states which have contributed to various aspects of Massachusetts desegregation policy. (EB)

ED 161 936 TM 007 966

Kentucky Educational Assessment Program 1976. State Summary.

Kentucky State Dept. of Education, Frankfort.
Pub Date 76
Note-227p.; Parts marginally legible due to print quality
EDRS Price MF-$0.83 HC-$12.71 Plus Postage.
Descriptors-*Academic Achievement, Basic Skills, Behavioral Objectives, Criterion Referenced Tests, *Educational Assessment, *Educational Objectives, Elementary Secondary Education, Grade 4, Grade 8, Grade 11, Program Descriptions, *State Programs, *Student Testing, Tables (Data), *Testing Programs
Identifiers-Kentucky, *Kentucky Educational Assessment Program

The major emphasis of the Kentucky Educational Assessment Program is to determine the actual level of performance of Kentucky pupils in relation to the desired levels of performance established in the 1972 report entitled Goals of Education in Kentucky.'' The report was published by the Kentucky State Department of Education and contains eight general educational goals for Kentucky students. This volume provides a numbering system for those goals and objectives, and sampling procedures which were used to identify learner needs at the local school district, regional, and statewide levels. The Comprehensive Test of Basic Skills, the Assessment of Career Development, and the Kentucky Quality Education Questionnaire were used to assess general education and occupational competence goals. Percentage profiles for basic skill criteria are included for fourth, eighth and eleventh grade students. Other goals involve human relationships; economic understanding; citizenship; creative, constructive and critical thinking; physical and mental well-being; and cultural appreciation. (Author/JAC)

ED 162 042 UD 018 780

Wolf, Wendy C. Fligstein, Neil D.

Sex and Authority in the Workplace: The Causes of Sexual Inequality. Discussion Paper No. 506-78.

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Spons Agency-National Inst. of Child Health and Human Development (NIH), Bethesda, Md. Center for Population Research.; National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date-Jul 78

Grant-HD05876; EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Equal Opportunities (Jobs), *Females, *Individual Power, *Managerial Occupations, *Power Structure, *Sex Differences, Sex Discrimination, Tenure, *Work Environment

The purpose of this paper is to contribute to an understanding of the causes of the restriction of women from positions of authority in the workplace. Ascertained is the extent to which the sex gap in authority can be explained by the following three factors: (1) women's qualifications; (2) the attitudes and behaviors of employers; and (3) the attitudes and behaviors of women themselves. It is found that while the amount of the sex difference in authority that can be explained by women's qualifications is substantial, it is not the most important factor responsible for the restriction of women from positions of authority. Furthermore, there is strong evidence suggesting that the attitudes and behaviors of employers are much more important causes of sexual differences in authority in the workplace than are the attitudes and behaviors of the women themselves. (Author/GC)

ED 161 896 TM 007 423

Sachar, Jane Suppes, Patrick

Estimating Total-test Scores from Partial Scores in a Matrix Sampling Design.

Pub Date- 77
Note-22p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Comparative Statistics, Elementary Education, Item Analysis, Item Banks, *Item Sampling, Reliability, *Scores, *Testing
Identifiers-Multiple Matrix Sampling

It is sometimes desirable to obtain an estimated total-test score for an individual who was administered only a subset of the items in a total test. The present study compared six methods, two of which utilize the content structure of items, to estimate total-test scores using 450 students in grades 3-5 and 60 items of the 110-item Stanford Mental Arithmetic Test. The items were sampled in such a way as to make comparisons between overlapping subtest designs and nonoverlapping subtest designs feasible. Three methods yielded fairly good estimates of the total-test score, namely regression with perfectly correlated nonoverlapping item samples, regression with correlation between item samples on overlapping subtests, and perfectly parallel overlapping or nonoverlapping item samples. The second method is suggested to be more robust than the other two and is, therefore, recommended. (Author/CTM)

ED 161 956 TM 008 012

Capie, William And Others

Teacher Performance Assessment Instruments: Plans for Practice Rating.

Georgia State Univ., Atlanta. School of Education.

Spons Agency-Georgia State Dept. of Education, Atlanta. Div. of Program and Staff Development.

Pub Date-78

Note-224p.; For related documents, see TM 008 011 and 013

Available from-Teacher Assessment Project, College of Education, University of Georgia, Athens, Georgia 30602 ($3.50)

Document Not Available from EDRS.

Descriptors-*Classroom Observation Techniques, Data Collection, Decision Making, Elementary Secondary Education, Instructional Materials, *Lesson Observation Criteria, *Lesson Plans, Performance Tests, *Simulators, Teacher Developed Materials, *Teacher Evaluation, Teaching Skills

Identifiers-*Teacher Performance Assessment Instruments, *Test Manuals

This manual consists of lesson plans developed to train data collectors in the use of the Teacher Performance Assessment Instruments (TPAI). Each set of plans was designed for one of three purposes. Lesson plans developed for the Teaching Plans and Materials Instrument (TPM) simulate a portfolio prepared by the teacher. One-day plans developed for use in conjunction with videotapes for rating the Classroom Procedures and Interpersonal Skills Instruments (CP/IS) represent the classroom activities depicted in videotapes. Lesson plans developed for use with the TPM and CP/IS represent a portfolio prepared by the teacher and are accompanied by a videotaped lesson taught from the plans. The TPM and CP/IS plans were designed to simulate an actual teacher assessment as closely as possible. The plans were created for health, reading, mathematics, science, history, geography, language arts, social science, consumer economics, and English lessons and encompass kindergarten through grade language arts lesson. In addition to the actual lesson plan, simulated decisions involve several classroom factors, including the age and ability range of the class, socioeconomic

ED 161 976 UD 018 565

Smith, Eileen J.

Guidelines for the Formation and Maintenance of a Consortium: A Resource Manual for Administrators.

Central New Jersey Urban Schools Improvement Council.

Pub Date-Jun 78
Note-31p.; For a related document, see UD 018 433; Not available in hard copy due to reproduction quality of the original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Administrative Organization, *Administrator Guides, *Compensatory Education, *Consortia, Educational Administration, *Educational Improvement, Elementary Secondary Education, *Problem Solving, Public Relations, Public School Systems, *Urban Schools
Identifiers-*New Jersey

A consortium of seven urban districts in New Jersey was formed to provide a basis for cooperation between local districts, the regional Educational Improvement Centers, and the Urban Education Observatory in developing school improvement strategies. The consortium is organized into various levels of people (assistant superintendents, vice principals, teachers) in each of the districts who act and interrelate to insure that the participating districts have the opportunity to share common problems and issues and to develop strategies or resources responsive to their needs. A flow chart delineates responsibilities and interrelationships of Council members, liaison and pilot staff, directors and assistant directors. Public relations contacts, for which the director is responsible, are maintained through monthly reports and articles in the Department of Education's newspaper. Press releases to local papers are given only after they have been approved by Council members. Communication is maintained through progress reports, minutes of meetings, and newsletters. The culmination of this is the identification and possible installation of a model for the integration of categorically funded programs (such as compensatory education

ED 161 998 UD 018 692

Crocker, Stephen Sperlich, Peter W.

An Evaluation of the Emergency School Aid Act Nonprofit Organization: Vol. II, A Description of Local Program Operations.

Rand Corp., Santa Monica, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.
Report No.-R-2312/2-HEW
Pub Date-Jun 78
Contract-300-76-0311
Note-56p.
Available from-The Rand Corporation, 1700 Main Street, Santa Monica, California 90406 ($3.00)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Change Agents, Change Strategies, Community *Involvement, Community Programs, *Educational Programs, *Educational Strategies, Elementary Secondary Education, *Federal Programs, Government School Relationship, *Nonprofit Organizations, *Organizational Development, School District Autonomy, *School Integration
Identifiers-*Emergency School Aid Act

This report describes the following aspects of the non-profit organization (NPO) program of the Emergency School Aid Act (ESAA): (1) the demographic characteristics of NPOs; (2) the types of organizations funded under ESAA-NPO programs; (3) the function of the formal NPO advisory committee compared with school district or community participation in NPO operations; (4) the activities most or least often undertaken by NPOs and the conditions associated with undertaking some types of activities rather than others; (5) the relationship between activities undertaken by NPOs and the desegregation phase of the district; and (6) the extent NPOs operates as organizations promoting change in district policies or adversary organizations and the conditions associated with NPOs acting as change agents. In addition,

ED 162 020 UD 018 723

Regulations Pertaining to Section 8 of Chapter 636 of the Acts of 1974, Regarding Magnet School Facilities (Subsection 37I), and Magnet Educational Programs (Subsection 37J).

Massachusetts State Dept. of Education, Boston.
Pub Date-25 Feb 75
Note-6p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Educational Legislation, Elementary Secondary Education, *Racially Balanced Schools, *School Integration, *State Legislation
Identifiers-*Magnet Schools, *Massachusetts

Racial balance is the primary goal of the regulations presented in this document. For the purpose of expending funds under these regulations, the terms magnet school facilities'' and magnet educational program'' are defined and school eligibility requirements are listed. Program requirements are also listed along with proposals for magnet school development and funding. Responsibilities for magnet educational program operation are described in terms of both student and administrator roles. In addition, general information regarding proposals for magnet school or magnet program funds, application procedures, and other provisions such as priority and evaluation is included. (Author/EB)

ED 161 916 TM 007 624

DiCostanzo, James L.

Implications of an Alternative Social Reform Paradigm for Educational Evaluation.

Pub Date-28 Mar 78

Note-32p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Compensatory Education Programs, *Conflict, Educational Alternatives, *Educational Change, *Educational Philosophy, Elementary Secondary Education, Evaluation, *Evaluation Methods, Political Influences, *Program Evaluation, Social Change, Systems Approach, *Theories

A recent review of international literature revealed two basic social-change paradigms, equilibrium and conflict. These define ideological predispositions that influence the manner in which evaluations are conducted. Most current evaluations of educational reform can be classified under the equilibrium paradigm; the federally sponsored compensatory programs (Title I) are a prime example. When framed in the equilibrium or conflict paradigms, educational evaluations differ in purpose, method and scope. The purpose of evaluation, according to the equilibrium paradigm, is to provide decision makers with information necessary to improve program efficiency. The problem with this approach is that the goals of major reforms, including Title I, are ambiguous. With such diffuse goals, those in power can determine

ED 162 043 UD 018 781

Edelman, Murray

Space and Social Order. Discussion Paper No. 514-78.

Wisconsin Univ., Madison. Inst. for Research on Poverty.
Pub Date-Aug 78
Note-27p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Architectural Elements, Building Design, Interior Space, *Public Facilities, *Social Class, *Social Discrimination, Social Environment, *Social Status, *Space Utilization

Public buildings and the settings in which people work and live significantly influence acceptance of social inequalities, social roles, and definitions of individual competence, merit, and power. Spaces do not convey meanings as if they were simple codes, but rather objectify whatever shared meanings a group of people need to reinforce in one another to rationalize both privileges and disadvantages. It is as if beliefs that are undemonstrable or doubtful have to be objectified in an entity that then confronts people as reality. Each kind of public space evokes a number of different meanings, integrative or divisive, but their concurrence typically reinforces established inequalities.

ED 162 021 UD 018 737

Olin, Ferris, Comp.

Fair Play. A Bibliography of Non-Stereotyped Materials.

Rutgers, The State Univ., New Brunswick, N.J. Training Inst. for Sex Desegregation of the Public Schools.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Jun 76

Note-83p.; For a related document, see UD 018 738; Not available in hard copy due to print size of the original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Annotated Bibliographies, Educational Games *Educational

A Schools
Relating Performance in Basic Electricity and Electronics and A'' Schools.
ED 160 872

Abstracts
Journal of Human Services Abstracts. Volume 3, Number 3.
ED 160 770
1977 State Abstracts: The State Capacity Building Program.
ED 161 444

Academic Achievement
Altering Test Environments for Reducing Test Anxiety and for Improving Academic Performance.
ED 161 946
An Appraisal of the Industrial Cooperative Education Program Based on Selected Characteristics of the Students and Their Academic Performance.
ED 161 497
Changes in Social Studies Performance, 1972-76. Selected Results from the Second Assessment of Social Studies.
ED 161 791
Cognitive Style, Environment and School Achievement: A Cross-Cultural Study. Delta Research Monograph No. 1.
ED 161 983
Cultural Factors in Learning and Instruction. ERIC/CUE Urban Diversity Series, Number 56.
ED 162 012
The Effectiveness of Teaching Strategies on Performance of Handicapped Pupils.
ED 161 236
Effect of Previous Agricultural Mechanics Training on Achievement in a Basic Metals and Welding Course at Iowa State University.
ED 160 774
The Effect of Teacher Participation in NSF Institutes Upon Student Achievement. Research Paper No. 10. Revised Edition.
ED 161 680
An Epidemiological Study of School Achievement: Implications for Theory and Research.
ED 161 561
Ethnic and Class Bias in Teacher Expectations of Junior High School Students: A Test of the Bowles and Gintis Thesis.
ED 161 821
An Examination of an Approach for Using Pupil Outcome Scores to Validate Assessments of Teacher Behaviors.
ED 161 944
Family Status and Standardized Achievement Tests As Contingencies For Black and White College Entry. Report No. 239.
ED 161 952
Home Environment, Self-Concept and Urban Student Achievement: A Bibliography and Review of Research. NJ Urban Education Research Reports No. 5.
ED 161 972
An Investigation of the Effectiveness of Two Educational Programs in View of the Students' Previous Experiences.
ED 161 879
Kentucky Educational Assessment Program 1976. State Summary.
ED 161 936
Longitudinal Study, Title VII Bilingual Program Santa Fe Public Schools, Santa Fe, New Mexico
ED 161 275
No Easy Answers: The Learning Disabled Child.
ED 161 182
Parish Primary School Survey, 1976.
ED 161 562
Predicting Second Grade Achievement Scores with the Slosson Intelligence Test, Peabody Picture Vocabulary Test, Goodenough-Harris Drawing Test, Developmental Test of Visual Motor and the Metropolitan Readiness Test.
ED 161 932
The Public Administration of the Public Schools: Complex Policy Models of Educational Achievement. Final Report.
ED 161 146
The Relationship Between Teacher Characteristics and Student Achievement and Attitude. Research Paper No. 8.
ED 161 679
Review of Research in Parental Involvement in Education, Interim Report: Low SES and Minority Student Achievement Study.
ED 161 980
Self-Paced Versus Paced Evaluation Utilizing Computerized Tailored Testing.
ED 161 884
Sex Differences in Attribution of Achievement and Actual Achievement.
ED 160 963
Simultaneous Equations Models of the Educational Process for U.S. Minority Students: An Analysis of the EEOS and NLS of 1972 Data. Final Report.
ED 161 981
The Statistical Predictability of the Academic Performance of Registered Nursing Students at Macomb. Project No. 0141-77.
ED 161 501
Statistics of Educational Attainment and Illiteracy, 1945-1974. Unesco Statistical Reports and Studies, No. 22.
ED 160 769
Student Perception of the Classroom Learning Environment in Biology, Chemistry, and Physics Courses. Research Paper No. 12.
ED 161 681
Teacher Expectancy Related to Student Performance in Vocational Education.
ED 160 890

Academic Failure
Compensatory Education for Preschoolers: A Non-Technical Report on the

U.W.O. Preschool Project. Research Bulletin No. 440.
ED 161 555

Academic Rank (Professional)
The Effects of a Dual Labor Market in Higher Education. AIR Forum Paper 1978.
ED 161 352

Academically Gifted
Science Teaching in the Elementary Schools: A Survey of Practices. Circular Number 749.
ED 161 702

Access to Education
Access to Knowledge. Volume II. Data Collection and Analysis: An Appendix to The Report of the Florida Commission on Educational Outreach and Service.
ED 160 737
Custody, Care, and Nurture: Trends in Early-Childhood Education in Wollongong.
ED 161 537
Minority Admissions and Performance in Graduate Study: A Preliminary Study of Fellowship Programs of the Ford Foundation and the Danforth Foundation.
ED 161 979

Accident Prevention
Safety Standards Plan for Middlesex County Vocational & Technical High Schools.
ED 160 866

Accounting
Articulation of Bookkeeping/Accounting Competencies between Secondary and Postsecondary Levels in the Lakeshore VTAE District. Final Report.
ED 160 749
Course of Study for Secondary Level Bookkeeping/Accounting. Final Report.
ED 160 893

Accreditation (Institutions)
Analogy and Credentialling. Research Series No. 6.
ED 161 835
Flexner, Accreditation, and Evaluation. Research Series No. 5.
ED 161 834
Present Status and Future Directions of University-Based Continuing Education in Nursing.
ED 160 824
State Postsecondary Education Institutional Authorization and Oversight. A National Report and Inservice Education Program. Summary and Synthesis of the Conference.
ED 161 326
What Educators Can Learn from Junior College Accreditation in Japan.
ED 161 477

Acculturation
The Balch Institute Study Guide for Immigration History and Ethnic Studies.
ED 161 792
Intercultural Communication and the Concept of Marginality.
ED 161 093

ACE/CIRP Freshman Survey
The Uses of Student Market Segmentation Techniques in College Recruitment. AIR Forum Paper 1978.
ED 161 402

Achievement
The Effects of Inductive-Deductive Teaching Methods and Field-Dependence-Independence Cognitive Style Upon Student Achievement in Mathematics.
ED 161 700
The Effects of Student Attributes and Teaching Styles on Attitude and Achievement in Secondary School Biology.
ED 161 716
Predicting Teacher NTE Scores in Mathematics. Research Paper No. 15.
ED 161 682

Achievement Gains
Control Test Items: A Baseline Measure for Evaluating Achievement.
ED 161 923

Achievement Need
Nonprojective Analysis of nAch Among Male and Female Workers.
ED 160 922

Achievement Tests
Classroom Assessment Techniques For Hearing Impaired Students: A Literature Review.
ED 161 937
Control Test Items: A Baseline Measure for Evaluating Achievement.
ED 161 923
Evaluation Acceptance in Elementary School Teachers: A Construct Validation and Description of the Meaning of Standardized Achievement Testing.
ED 161 942
An Individualized Method for Assessing the Learning Disabled'' Child.
ED 161 902
Interpretive Manual. The First Report of the 1977-78 Michigan Educational Assessment Program.
ED 161 949
An Investigation of Differential Item Performance by Sex on the Iowa Tests of Basic Skills.
ED 161 933
Minority Admissions and Performance in Graduate Study: A Preliminary Study of Fellowship Programs of the Ford Foundation and the Danforth Foundation.
ED 161 979
Self-Paced Versus Paced Evaluation Utilizing Computerized Tailored Testing.
ED 161 884
Teacher Expectancy Related to Student Performance in Vocational Education.
ED 160 890
The Wide Range Achievement Test and the Peabody Individual Achievement Test: A Comparative Study.
ED 160 982

Acoustic Phonetics
Report of the Phonology Laboratory, No. 2.
ED 161 294
Status Report on Speech Research: A Report on the Status and Progress of Studies on the Nature of Speech, Instrumentation for Its Investigation, and Practical Applications, April 1-June 30, 1978.
ED 161 096

Acoustics
National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Noise.
ED 161 736

Action Research
Why Do We Need a Control Group? Why Should We Randomize? Some Answers for Evaluative Researchers.
ED 160 924

Activated Sludge
Microscopic Analysis of Plankton, Periphyton, and Activated Sludge. Training Manual.
ED 161 715

Activism
Action Resulting from CEAFU's Textbook Bias Study.
ED 161 824
Our Union Heritage: A Chronicle of Labor's Struggle for Social Justice
ED 161 774

Activities
Annual Report on State Research Coordinating Unit Activities for the Period October 1, 1976-September 30, 1977. Fiscal Year 1977.
ED 160 771
Winter Outdoor Education Activities: Snowshoes and Exploring the Winter Environment.
ED 161 579

Activity Units
K-1 Career Guidance Activities. Early Elementary Classroom Activities.
ED 160 839
2-4 Career Guidance Activities. Intermediate Elementary Classroom Activities.
ED 160 840
5-6 Career Guidance Activities. Upper Elementary Classroom Activities.
ED 160 841

Adapted Physical Education
Seventh National Conference on Physical Activity for the Exceptional Individual.
ED 161 857

Adjustment (to Environment)
Foster Parent Training Project: Course Outlines. (Revised Edition).
ED 161 515
Performance Decrements Following Stress: Learned Helplessness, Passive Uncontrollability, or Distrust?
ED 160 954
Predicting Adaptive Behavior from the Bayley Scales of Infant Development.
ED 161 183

Administrative Change
University Support Systems Necessary to Implement Institutional Change: Faculty Support Systems. AIR Forum Paper 1978.
ED 161 401

Administrative Organization
Academic Entrepreneurs in University Decision Making. AIR Forum Paper 1978.
ED 161 334
Planning an Information System for a Small College. AIR Forum Paper 1978.
ED 161 382
Washington State System of Community Colleges.
ED 161 479

Administrative Personnel
Management Development Needs of California Community College Administrators.
ED 161 502
Ratings of Job Performance of Georgia Correctional Officers.
ED 160 956

Administrative Policy
Forcible Rape: Prosecutor Administrative and Policy Issues. Prosecutors' Volume III.
ED 160 970
Withdrawal Policies of Michigan's Public Community Colleges.
ED 161 494

Administrative Principles
Because It Is Right Educationally. A Ten-Year Report. Principles Governing Massachusetts Board of Education Integration Policy Decisions, 1965-1975.
ED 162 019
Selected Empirical Research and Policy Analysis on Child Care and Parent Education: Principles for Public Policy.
ED 161 559

Administrative Problems
An Analysis of Alternatives for the Implementation of Part A, Sec. 111 (2) (A) and (B) Payment to States of Public Law 94-482. Final Report.
ED 160 873
The Costs and Benefits of Information: Data-Based Decisions at the Private Institution. AIR Forum Paper 1978.
ED 161 347
Development of an Inventory of Fiscal Competencies for Colorado Postsecondary Academic Administrators. AIR Forum Paper 1978.
ED 161 351
Poor Administration of the 1977 Summer Program for Economically Disadvantaged Youth in New York City.
ED 161 997
Promising Practices in Mainstreaming for the Secondary School Principal.
ED 161 189
YEDPA and Career Education.
ED 160 793

Administrator Attitudes
Management Development Needs of California Community College Administrators.
ED 161 502
Promising Practices in Mainstreaming for the Secondary School Principal.
ED 161 189

Administrator Education
Strategies to Eliminate Sex Stereotyping and Sex Bias: An Administrator's Manual.
ED 160 752

Administrator Guides
Guidelines for the Formation and Maintenance of a Consortium: A Resource Manual for Administrators.
ED 161 976
A Handbook for Institutional Academic and Program Planning: From Idea to Implementation.
ED 161 327
Management by Objectives in the Schools.
ED 161 842
Program Evaluation Skills for Busy Administrators.
ED 161 887
Workshop Leaders's Guide. To Accompany: Program Evaluation Skills for Busy Administrators.
ED 161 888
1979-80 Budget Process. Phase I: Educational Programs. Procedures Manual.
ED 161 487

Administrator Qualifications
Development of an Inventory of Fiscal Competencies for Colorado Postsecondary Academic Administrators. AIR Forum Paper 1978.
ED 161 351

Administrator Responsibility
Procedures for Developing Policy for Nursery Schools and Day Care Centers: Educational Policy Systems.
ED 161 549

Administrator Selection
Use of Assessment Centers in the Selection and Training of School Administrators.
ED 161 134

Admission Criteria
Family Status and Standardized Achievement Tests As Contingencies For Black and White College Entry. Report No. 239.
ED 161 952
Minority Admissions and Performance in Graduate Study: A Preliminary Study of Fellowship Programs of the Ford Foundation and the Danforth Foundation.
ED 161 979

Adolescence
Learning in Adolescence. The Andover Review: A Journal for Secondary Education, Spring 1978. Special Issue . And Learning in Adolescence II. The Andover Review: A Journal for Secondary Education, Fall 1978. Special Issue .
ED 161 781
The Problem with Puberty....The Problem with Your Body.
ED 161 830//

Adolescent Literature
Activities with Young Adult Periodicals.
ED 161 442
The Relative Importance of Four Narrative Factors in the Reading Interests of Male and Female Adolescents in Grades Ten through Twelve.
ED 160 993
The Ultimate Developmental Task in Adolescent Literature.
ED 161 075

Adolescents
Adolescents' Understanding of Logical Connectives in a Sentence Memory Task.
ED 161 001
Beggers, Builders, Brothers.
ED 161 179
Learning in Adolescence. The Andover Review: A Journal for Secondary Education, Spring 1978. Special Issue . And Learning in Adolescence II. The Andover Review: A Journal for Secondary Education, Fall 1978. Special Issue .
ED 161 781

Adoption
Citizen Action Manual: How to Effect Change in the Adoption/Foster Care System.
ED 161 513

Adoption (Ideas)
Action Resulting from CEAFU's Textbook Bias Study.
ED 161 824
An Analysis of Selected Variables of Organizational Structure and Their Relationship to the Rate of Adoption of School Reorganization in Iowa School Districts from 1956-1962.
ED 161 138
Successful Projects: Examining the Research. Keys to Community Involvement Series: 8.
ED 161 124

Adult Basic Education
Adult Basic Education Sourcebook: Answers to Questions Commonly Asked by ABE/GED Instructors.
ED 160 899
An Alternative Pattern of Basic Education: Radio Santa Maria. A Study Prepared for the Unesco Institute for Education in Collaboration with the International Educational Reporting Service. An International Bureau of Education Series: Experiments and Innovations in Education, No. 30.
ED 160 768//
The Feasibility of Using Work Evaluation as a Tool for Assessment in Adult Basic Education. Final Report. A Sub-Project of the Graduate Student Project, Phase II.
ED 160 808

Adult Counseling
Searchlight: Relevant Resources in High Interest Areas. Mid-Career Change: An Overview of Counseling Practices and Programs.
ED 160 905

Adult Education
Lifelong Learning and Public Policy.
ED 160 859
Plan for Comprehensive Vocational, Technical and Adult Post-Secondary Education Services to Wisconsin through 1980.
ED 160 811

Adult Education Programs
Procedures Manual of the Adult Right-To Read Project of the Vermont Adult Basic Education Program 1975-1978; Addison and Rural Chittenden Counties, Vermont.
ED 161 003
Uses and Abuses of Evaluation in Continuing Education Programs: On the Frequent Futility of Formative, Summative, and Justificative Evaluation.
ED 160 734

Adult Students
Characteristics of SUN Learners (First and Second Offering). Statistical Summary No. 1.
ED 161 307
Characteristics of SUN Learners (First Five Offerings). Statistical Summary No. 4.
ED 161 309
Characteristics of SUN Learners (First Four Offerings). Statistical Summary No. 3.
ED 161 308
The Determination of the Financial Needs of Adult Part-Time Students in Postsecondary Education. Final Report, Volume I.
ED 161 331
An Examination of Goals of Potential and Actual Learners: University of Mid-America/State University of Nebraska. Working Paper No. 1 and Executive Summary.
ED 161 310
Simulation of Financial Needs and Contributions of Adult Part-Time Students. Final Report. Volume II.
ED 161 330

Adult Vocational Education
Adult Vocational Education Follow Through. A System for Participant Feedback for Decision Makers. Final Report.
ED 160 865
Enrollment Patterns of Occupational Non-Credit Students in the Two-Year College.
ED 161 466
Living Skills Center for the Visually Handicapped. Career Education Program Project Performance Reports.
ED 160 795
A Study of the Need for a Teacher Education Program for Part-Time Adult Vocational Instructors in Minnesota.
ED 160 897

Adults
Access to Knowledge. Volume II. Data Collection and Analysis: An Appendix to The Report of the Florida Commission on Educational Outreach and Service.
ED 160 737
Needs and Social Characteristics of the Re-Entered Student.
ED 160 909

Advance Organizers
A Meta-Analysis of Selected Advance Organizer Research Reports from 1960-1977.
ED 161 755
Reading, Comprehension, and Memory Processes: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' July through September 1978 (Vol. 39 Nos. 1 through 3).
ED 161 010
Reading in the Content Areas: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' January through June 1978 (Vol. 38 Nos. 7 through 12).
ED 160 995

Advertising
Children's Television: An Analysis of Programming and Advertising.
ED 161 050//

Advisory Committees
Course of Study: Citizens' Advisory Councils in Education.
ED 160 809
Evaluation Title IV Program Indian Education Act. Rice School District No. 20, San Carlos, Arizona.
ED 161 572
Guidelines for Local Advisory Councils on Vocational-Technical Education. (Revised).
ED 160 728
Parent Advisory Committees in Quebec: An Experiment in Mandated Parental Participation.
ED 161 141
Using Community-Wide Collaborative Councils for the Professional Development of Vocational Educators.
ED 160 747
50 Ways to Get More Out of Your Advisory Committee.
ED 160 748

Advocate Counseling Model
Advocate Counseling and Institutional Racism.
ED 162 005

Aerospace Education
Mars: The Viking Discoveries.
ED 161 728

Aerospace Technology
Apollo-Soyuz Pamphlet No. 8: Zero-G Technology. Apollo-Soyuz Experiments in Space.
ED 161 724

Aesthetic Education
Arts Education: A Contemporary View for Schools in Virginia.
ED 161 801
The Bee Hive: The Arts in Early Education.
ED 161 518

Affective Reporting System
The Affective Reporting System.
ED 161 961

Affective Tests
The Effect of Varying Response-Mode Formats on Responses to Affective Measures.
ED 161 895
Effects of Type of Instructions on the Characteristics of an Affective Instrument.
ED 161 941
Reading Instruction: The Affective Domain Measuring Affective Growth in Reading.''
ED 160 990

Affirmative Action
Equity in School Athletics: A Guide.
ED 162 026
Indian Employment in New Mexico State Government.
ED 161 566
Indian Employment in New Mexico State Government: 1977.
ED 161 567
The Quest for Equal Employment Opportunity in Oklahoma State Government. A Report Prepared by the Oklahoma Advisory Committee to the United States Commission on Civil Rights.
ED 162 011
Responsiveness vs. Resources: The Implementation and Impact of Affirmative Action Programs for Women Scientists in Postsecondary Education. AIR Forum Paper 1978.
ED 161 389
Sourcebook for Sex Equality: In-Service Training. An Annotated Listing of Materials and Media for Affirmative Action In-Service Training. Bibliographic Series, 2.
ED 162 024
The Status and Future of Minority Group Representation in the Graduate and Professional Programs.
ED 161 977

Africa (North)
Selected Bibliography of Educational Materials: Maghreb, Algeria, Libya, Morocco, Tunisia. Vol. 10, No. 3, 1976.
ED 161 802
Selected Bibliography of Educational Materials: Maghreb, Algeria, Libya, Morocco, Tunisia. Vol. 10, No. 4, 1976.
ED 161 803

African Culture
Language in Africa: An Introductory Survey.
ED 161 270//

African Languages
Language in Africa: An Introductory Survey.
ED 161 270//

African Literature
Literary Studies in a Broader Context. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5.
ED 161 249//

After School Programs
A Planning Program to Develop Career Path Workshops for Women Students.
ED 161 511

Age
The Social-Psychological Aspects of Aging.
ED 160 908

Age Differences
Children's Monetary Evaluations of Body Parts as a Function of Sex, Grade, and Race.
ED 160 946
The Evolution of Children's Friendship Cliques.
ED 161 556
Resolution of Misconceptions of Latency and Adolescent Sicklers.
ED 160 943
Sex Differences in the Career Decision-Making Process. Final Report.
ED 160 833

Aggression
Anger in Everyday Life: When, Where, and With Whom?
ED 160 966

Agricultural Chemical Occupations
Demonstration and Research Pest Control: A Training Program for the Certification of Pesticide Applicators, Manual No. 10.
ED 161 762

Agricultural Education
Analysis of Factors Related to Attitudes toward Supervised Occupational Experience Program Record Keeping among Agricultural Education Undergraduates at Iowa State University.
ED 160 775
Effect of Previous Agricultural Mechanics Training on Achievement in a Basic Metals and Welding Course at Iowa State University.
ED 160 774
Validation of Agricultural Mechanics Curriculum Manual.
ED 160 819

Agricultural Engineering
Effect of Previous Agricultural Mechanics Training on Achievement in a Basic Metals and Welding Course at Iowa State University.
ED 160 774
Validation of Agricultural Mechanics Curriculum Manual.
ED 160 819

Agricultural Occupations
Competency Based Curriculum for Agricultural Occupations Programs Phase I Developing an Occupational Matrix and Completing a Job Title Purposive Study. Final Report.
ED 160 820

Agriculture
Agriculture & Agronomy: A Dissertation Bibliography.
ED 161 666
Application of Sludges and Wastewaters on Agricultural Land: A Planning and Educational Guide, MCD-35. Research Bulletin 1090.
ED 161 750
Farm Population Estimates for 1977. Rural Development Research Report No. 4.
ED 161 607

Agronomy
Agriculture & Agronomy: A Dissertation Bibliography.
ED 161 666

Air Pollution Control
National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Air.
ED 161 732

Akhmatova (Anna)
Love's Pain: Anna Akhmatova and Sexual Politics.
ED 161 045

Alaska Natives
National Indian Health Board Position on Indian Preference.
ED 161 580

Algebra
Australian Item Bank Program: Mathematics Item Bank. Book 1: Arithmetic, Algebra.
ED 161 904//

Algorithms
Calculators and Unary Operations: A Position Paper with Instructional Suggestions. Project Paper 77-7.
ED 161 672
Ideas for Strengthening Mathematics Skills.
ED 161 730
A Monadic Module Alias a Unary Unit. Project Paper 77-5.
ED 161 670

Alphabets
Apples, Bloom, and Creativity: The ABC's of Reading Alphabet Books.
ED 160 991

American Council on the Teaching of Foreign Langs
The Future of Professional Associations. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5.
ED 161 254//

American Culture
Alienation and Expectation in American Political Culture.
ED 161 777

American Government (Course)
Classroom Treatment of the Right to Work. Revised October 1978.
ED 161 823
Contemporary American Issues.
ED 161 753//

American History
A Coloring Book of Contributions from the Original People of the Americas.
ED 161 575//
Social Science and Historical Materials on the Asian American Experience.
ED 162 033

American Indian Culture
A Coloring Book of Contributions from the Original People of the Americas.
ED 161 575//
Learning Achievement Packages. Mexican American Studies, English-Spanish.
ED 161 595
Thanksgiving Address of the North American Indian Ohenton Kariwatehkwen.
ED 161 576//

American Indians
American Indian Library Services State of the Art Report.
ED 161 573
Career Education Demonstration Project for American Indian Children. Final Report.
ED 160 777
A Coloring Book of Contributions from the Original People of the Americas.
ED 161 575//
Evaluation Title IV Program Indian Education Act. Rice School District No. 20, San Carlos, Arizona.
ED 161 572
Ft. McDowell Indian Community Preschool Program.
ED 161 569
Indian Employment in New Mexico State Government.
ED 161 566
Indian Employment in New Mexico State Government: 1977.
ED 161 567
Liberty and Justice for All.
ED 161 599
National Indian Health Board Position on Indian Preference.
ED 161 580
Native American Justice Issues in North Dakota.
ED 161 600

Robeson County Compensatory Indian Education Project. Project Evaluation and Final Report. ED 161 605
Robeson County Indian Education Needs Assessment, FY-79. ED 161 606
Social Work Practice with American Indians. A Schema for the Identification and Inclusion of American Indian Content Into the Social Work Curriculum. ED 161 563
Thanksgiving Address of the North American Indian Ohenton Kariwatehkwen. ED 161 576//
Third World Students and Counseling: A Selected Bibliography. ED 160 938

Analysis of Variance
A Methodology for Identifying Biased Achievement Test Items that Removes the Confounding in an Items by Groups Interaction Due to Possible Group Differences in Instructional Level. ED 161 930

Anaphora
Alternative Outcomes of Reading Comprehension: New Verbal Strategies. ED 160 992

Ancillary Services
Adoption and Continuation of Family Day Care Support Services. ED 161 514

Androgyny
The Broverman Study Revisited: Implications of Androgyny. ED 160 920
Distress vs. Non-Distress Approach and the Personal Space of Masculine, Feminine, and Androgynous Subjects. ED 160 934
Psychological Aspects of Female College Athletes. ED 161 832
Relationships Between Psychological Androgyny, Social Conformity, and Perceived Locus of Control. ED 160 915
What's in a Name? ED 160 919

Anemia
Resolution of Misconceptions of Latency and Adolescent Sicklers. ED 160 943

Annotated Bibliographies
Bibliography of Multi-Ethnic and Sex-Fair Resource Materials. ED 162 007
The Black Family in the United States: A Selected Bibliography of Annotated Books, Articles, and Dissertations on Black Families in America. ED 162 031//
Business and Organizational Communication: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' January through October 1978 (Vol. 38 No. 7 through Vol. 39 No. 4). ED 161 088
Center for Minority Group Mental Health Programs, Division of Special Mental Health Programs. Active Grants (Abstracts). ED 162 004
Creative Writing in the Classroom: An Annotated Bibliography of Selected Resources (K-12). ED 161 038
Fair Play. A Bibliography of Non-Stereotyped Materials. ED 162 021
Impact of Governmental Transfer Payments on Human Resource Development A Bibliography. SRDC Bibliography Series No. 8. ED 161 570
Learning Disabilities with Emphasis on Reading: An Annotated Bibliography. ED 161 012
Reading, Comprehension, and Memory Processes: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' July through September 1978 (Vol. 39 Nos. 1 through 3). ED 161 010
Research in Outdoor Education: Summaries of Doctoral Studies, January, 1978. ED 161 608
Resources for Schools: Multicultural Education. ED 161 445
Selected Bibliography of Educational Materials: Maghreb, Algeria, Libya, Morocco, Tunisia. Vol. 10, No. 3, 1976. ED 161 802
Selected Bibliography of Educational Materials: Maghreb, Algeria, Libya, Morocco, Tunisia. Vol. 10, No. 4, 1976. ED 161 803
Sourcebook for Sex Equality: In-Service Training. An Annotated Listing of Materials and Media for Affirmative Action In-Service Training. Bibliographic Series, 2. ED 162 024
Teacher Workload. Bibliographies in Education No. 63. ED 161 827
Urban Needs: A Bibliography and Directory for Community Resource Centers. ED 162 037//
Written Language and Writing Abilities: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' January through April 1978 (Vol. 38 Nos. 7 through 10). ED 161 082

Annotation
Text Annotation: A Technique for Facilitating Knowledge Integration. ED 161 086

Annual Reports
Annual Progress Report, 1978. Southern Rural Development Center, Mississippi State University. SRDC Series Publication No. 28. ED 161 603
International Reading Association 1977-1978 Annual Report. ED 161 011
The John and Mary R. Markle Foundation Annual Report, 1976/77. ED 161 457
State of the District. ED 161 465
Texas State Library: Library Services and Construction Act. Annual Report, FFY 1977. ED 161 427

Anomalies
Minor Physical Anomalies and Language and Behavior of Selected Two-Year Old Children. Final Report. ED 161 227

Answer Sheets
The Effect of Varying Response-Mode Formats on Responses to Affective Measures. ED 161 895

Anthologies
High Points. ED 161 991

Anthropological Linguistics
Language in Africa: An Introductory Survey. ED 161 270//

Anthropology
An Advanced Reader in Chinese Sociology-Anthropology. ED 161 283//

Anti Segregation Programs
Metropolitan Planning Project, 1977-78. Final Performance Report. ED 161 978

Anti Social Behavior
Violent Youth: Who Are They, Where Do They Belong? ED 160 958

Anxiety
Altering Test Environments for Reducing Test Anxiety and for Improving Academic Performance. ED 161 946
Evaluation Acceptance in Elementary School Teachers: A Construct Validation and Description of the Meaning of Standardized Achievement Testing. ED 161 942
Student Teaching Concerns Before and After Student Teaching. ED 161 866

Appalachia
Targets of Opportunity: Strategies for Managing a Staff Development Consortium. ED 161 485

Apprenticeships
Instructor's Manual for Electrical Apprentice Technical Training. Series No. A (First Year). Revised to Meet 1978 Electrical Code. ED 160 878
Instructor's Manual for Electrical Apprentice Technical Training. Series No. B (Second Year). Revised to Meet 1978 Electrical Code. ED 160 880
Instructor's Manual for Electrical Apprentice Technical Training. Series No. C (Third Year). Revised to Meet 1978 Electrical Code. ED 160 882
Jobsite Supervisor Instructor's Manual for Electrical Apprentice Technical Training. Revised to Meet 1978 Electrical Code. ED 160 877
Related Instructional Material for Electrical Apprentice Technical Training. Student Worksheets. Series C (Third Year). Revised to Meet 1978 Electrical Code. ED 160 883
Related Instructional Material for Electrical Apprentice Technical Training. Student Worksheets. Series D (Fourth Year). Revised to Meet 1978 Electrical Code. ED 160 885
Related Instructional Material for Electrical Apprentice Technical Training. Student Worksheets. Series No. A (First Year). Revised to Meet 1978 Electrical Code. ED 160 879
Related Instructional Material for Electrical Apprentice Technical Training. Student Worksheets. Series No. B (Second Year). Revised to Meet 1978 Electrical Code. ED 160 881
Study of Vocational Education Involvement with Apprenticeship Programs in Illinois. Executive Summary. ED 160 805
Supplementary Materials for Electrical Apprentice Technical Training. First, Second, Third, and Fourth Year Manuals. Material Demonstrations and Training Film List. Revised to Meet 1975 Electrical Code. ED 160 875

Aptitude Tests
Development of the Armed Services Vocational Aptitude Battery (ASVAB) Forms 2 and 3. Technical Paper 289. ED 161 913

Architectural Elements
Space and Social Order. Discussion Paper No. 514-78. ED 162 043

Area Studies
The Conditions of Ethnic Separatism: The Kurds in Turkey, Iran, and Iraq. ED 161 813
Interdisciplinary Studies. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5. ED 161 247//

Area Vocational Schools
Women in Non-Traditional Vocational Education in Secondary Schools. Final Report. ED 160 806

Arithmetic
Australian Item Bank Program: Mathematics Item Bank. Book 1: Arithmetic, Algebra. ED 161 904//

Armed Services Vocational Aptitude Battery
Development of the Armed Services Vocational Aptitude Battery (ASVAB) Forms 2 and 3. Technical Paper 289. ED 161 913

Army
Criterion-Referenced Job Proficiency Testing: A Large Scale Application. Research Report 1193. ED 161 953

Art
An Advance Reader in Chinese Art History. ED 161 284//

Art Education
Arts Education: A Contemporary View for Schools in Virginia. ED 161 801
Center for Career Education in the Arts. Annual Report, July 1, 1975 to June 30, 1976. ED 160 803
Evaluating Career Education in the Arts: The Arts Center, Pawtucket, Rhode Island. ED 160 802

Art History
An Advance Reader in Chinese Art History. ED 161 284//

Art Therapy
Arts for the Handicapped Child. Why? ED 161 214

Articulation (Program)
Articulation of Bookkeeping/Accounting Competencies between Secondary and Postsecondary Levels in the Lakeshore VTAE District. Final Report. ED 160 749

Articulation (Speech)
Status Report on Speech Research: A Report on the Status and Progress of Studies on the Nature of Speech, Instrumentation for Its Investigation, and Practical Applications, April 1-June 30, 1978. ED 161 096

Arts Centers
Center for Career Education in the Arts. Annual Report, July 1, 1975 to June 30, 1976. ED 160 803

Asian Americans
Social Science and Historical Materials on the Asian American Experience. ED 162 033
Third World Students and Counseling: A Selected Bibliography. ED 160 938

Asian Studies
China Since Mao. ED 161 819

Aspira
A Community's Struggle for Equal Educational Opportunity: Aspira v. Bd. of Ed. OME Monograph Number Two. ED 162 034

Aspiration
An Examination of Goals of Potential and Actual Learners: University of Mid-America/State University of Nebraska. Working Paper No. 1 and Executive Summary. ED 161 310

Assembly Resolution 48 (California 1963)
The Role of Academic Senates in California Community Colleges: A Position Paper. ED 161 481

Assertiveness
Comprehensive Career Guidance. Responsible Assertiveness Training. Staff Development K-6. ED 160 849

Assignments
Assignments that Succeed: A Case Approach to Composition. ED 161 060

Astronomy
Apollo-Soyuz Pamphlet No. 3: Sun, Stars, In Between. Apollo-Soyuz Experiments in Space. ED 161 719
Australian Item Bank Program: Science Item Bank. Book 1: Physics and Astronomy. ED 161 909//
Mars: The Viking Discoveries. ED 161 728
Minicourses in Astrophysics, Modular Approach, Vol. I. ED 161 705
Minicourses in Astrophysics, Modular Approach, Vol. II. ED 161 706

Astrophysics
Minicourses in Astrophysics, Modular Approach, Vol. I. ED 161 705
Minicourses in Astrophysics, Modular Approach, Vol. II. ED 161 706

Athletes
Hamstring Injuries An Examination of Possible Causes. ED 161 840

Athletic Equipment
Motor Creativity of Preschool Children on the London Trestle Tree Apparatus. ED 161 851

Athletic Programs
Equity in School Athletics: A Guide. ED 162 026

Athletics
Sport in the People's Republic of China: Selected Issues. ED 161 855

Attendance Officers
This Is About Attendance Counselling. ED 161 149//

Attendance Patterns
What Really Happened to the Class of '75? A College Experience Survey. ED 161 316

Attention Control
Stimulated Reading for Disfluent Elementary Readers. ED 160 984

Attitude Tests
The Affective Reporting System. ED 161 961
Assessing Attitudinal Outcomes. The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9. ED 161 265//
Attitudes to Educational Issues: Development of an Instrument. ED 161 877
Perception of Locus of Control as a Predictor of Attitude Toward Students' Evaluation of University Faculty. AIR Forum Paper 1978. ED 161 381
Teacher Expectancy Related to Student Performance in Vocational Education. ED 160 890

Attitudes
A Course in Death Education as a Factor In Influencing Attitudes Toward Death of Juniors Enrolled in a Parochial High School. ED 160 953
The Effects of Student Attributes and Teaching Styles on Attitude and Achievement in Secondary School Biology. ED 161 716
Growing Up American; Schooling and the Survival of Community. ED 161 577//
Highlights from Drug Use Among American High School Students 1975-1977. ED 160 969
How Nonmetropolitan Daily Newspapers Cover Courts in Minnesota. ED 161 067
The Identification of Texas Anglo, Black and Chicano Child Rearing and Child Care Practices in Relation to Child Care Career Competencies. ED 161 574

Attitudes to Educational Issues
Attitudes to Educational Issues: Development of an Instrument. ED 161 877

Attribution Theory
Effect of Victim-Offender Relationship and Victim Resistance on Attributions of Rape. ED 160 948
Sex Differences in Attribution of Achievement and Actual Achievement. ED 160 963

Attrition (Research Studies)
Bias Resulting from Nonresponse: Methodology and Findings, Revised. Technical Report on NLS Base-Year Estimates. ED 161 918
An Evaluation of Three Basic Designs for Studying Attrition. AIR Forum Paper 1978. ED 161 358
First Follow-Up Survey. Final Methodological Report. Longitudinal Studies of Educational Effects. National Longitudinal Study of the High School Class of 1972. ED 161 921
What Really Happened to the Class of '75? A College Experience Survey. ED 161 316

Audience Response
Uses and Effects of Television and Other Mass Media: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' July through September 1978 (Vol. 39 Nos. 1 through 3). ED 161 110
Development and Exchange of Instructional Resources in Water Quality Control Programs, III: Selecting Audio-Visual Equipment. ED 161 695//

Audiovisual Aids
Bloodied and Beaten, Perhaps, But the Printed Word Lives. ED 161 452
Development and Exchange of Instructional Resources in Water Quality Control Programs, III: Selecting Audio-Visual Equipment. ED 161 695//
Development and Exchange of Instructional Resources in Water Quality Control Programs, IV: Selecting Instructional Media and Instructional Systems. ED 161 696//
Product Listing. An Annotated Bibliography of Materials Developed by Eastern HCEEP Programs. ED 161 225
Supplementary Materials for Electrical Apprentice Technical Training. First, Second, Third, and Fourth Year Manuals. Material Demonstrations and Training Film List. Revised to Meet 1975 Electrical Code. ED 160 875
These Are the Good Ole Days.'' ED 161 453

Auditory Discrimination
Phonemic Discrimination and the Knowledge of Words in Children under 3 Years. Papers and Reports on Child Language Development, No. 11. ED 161 266

Aurally Handicapped
Classroom Assessment Techniques For Hearing Impaired Students: A Literature Review. ED 161 937
Cued Speech and Total Communication. ED 161 187

Australia (Victoria)
Parish Primary School Survey, 1976. ED 161 562//

Australia (Wollongong)
Custody, Care, and Nurture: Trends in Early-Childhood Education in Wollongong. ED 161 537

Autism
Phonological Production and Perception in Verbal Autistic, Normal, and Mentally Retarded Subjects. Papers and Reports on Child Language Development, No. 12. ED 161 300

Autoinstructional Programs
A Source Book for Taxation: Myths and Realities. ED 161 782
Taxation: Myths and Realities. A Courses by Newspaper Reader. ED 161 783//
The Use of Computer-Managed Instruction to Control On-Site, Self-Instructional Training in a Small Systems Customer Environment. ED 161 415

Awards
Cultural Constellations in Translated Children's Literature: Evidence from the Mildred L. Batchelder Award. ED 161 026

Bachelors Degrees
Reviews of Data on Science Resources, No. 32. Employment Patterns of Recent Entrants Into Science and Engineering. ED 161 701

Bakke (Allan)
The Status and Future of Minority Group Representation in the Graduate and Professional Programs. ED 161 977

Basic Skills
CAI and Developmental Education. ED 161 423
Instruction First, Writing Later. ED 161 032
Minimum Competencies: A National Survey. ED 161 960

Beginning Reading
Learning to Read in Different Languages-Universals and Specifics. ED 160 988
Reading Instruction: Preschool and Elementary: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' April through June 1978 (Vol. 38 Nos. 10 through 12). ED 161 007
Reading Instruction: Preschool and Elementary: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' July through September 1978 (Vol. 39 Nos. 1 through 3). ED 161 016

Beginning Teachers
Estimating the Number of Newly Certified Teachers Who Do Not Enter Teaching in Michigan Public Schools. ED 161 838

Behavior
Nineteenth Century English Homosexual Teachers: The Up Front and Back Stage Performance. ED 161 817

Behavior Change
Adapting Teaching Styles to Learning Styles. ED 161 870
The Behavioral Treatment of Obesity in Adolescent Boys. ED 161 190
The Dilution of Stereotypes: When Non-Information'' is Informative. ED 160 962
The Earned-Time System: A Performance-Based Correctional Management Model. ED 160 961
The Effectiveness of Teaching Strategies on Performance of Handicapped Pupils. ED 161 236
The Effects of Repeated Treatment on the Maintenance of Social Behavior. Report No. 38. ED 161 239
A Health Education Program for Parents and Children Who Exhibit High Risk Factors of Coronary Heart Disease. ED 161 839
Managing Change. Penney's Forum, Fall/Winter 1978. ED 161 810
Managing Children's Behavior for Any and Everyone Faced with the Task: A Training Manual for Behavior Assistants and Mediators. ED 161 551
Nutrition and Its Effects on the Hyperkinetic Child's Behavior and Learning: A Case Study. ED 161 548
Pro-Active Behavior Management. ED 161 218
The Skill Acquisition Model: Behavioral Rehearsal as a Method for Developing Pro-Social Adaptive Behaviors in Elementary School Children. Final Report 52.3. ED 161 240
Two Year Study of the Effect of Group Therapy on Teacher Perceived Classroom Behavior of Hyperactive Children. ED 161 177

Behavior Development
Stages of Courtship: The Development of Premarital Relationships. ED 160 964

Behavior Patterns
Effects of Coping and Mastery Modeling on Experienced and Inexperienced Pedodontic Patients' Disruptiveness. ED 161 535
The Effects of Novelty on the Young Child's Exploration of Objects. ED 161 552
The Effects of Sexual Composition and Group Size on Individual Effort. ED 160 959
The Influence of Child Person-Orientation on Adult Method of Eliciting Moral Behavior. ED 160 947
Reading Achievement: Characteristics Associated with Success and Failure: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' July through September 1978 (Vol. 39 Nos. 1 through 3). ED 161 015
Sex Differences in Classroom Participation. ED 160 911
Stages of Courtship: The Development of Premarital Relationships. ED 160 964

Behavior Problems
Minor Physical Anomalies and Language and Behavior of Selected Two-Year Old Children. Final Report. ED 161 227
Nutrition and Its Effects on the Hyperkinetic Child's Behavior and Learning: A Case Study. ED 161 548
Severe Behavior Disorders of Children and Youth. Monograph in Behavioral Disorders. ED 161 200
The Skill Acquisition Model: Behavioral Rehearsal as a Method for Developing Pro-Social Adaptive Behaviors in Elementary School Children. Final Report 52.3. ED 161 240
Two Year Study of the Effect of Group Therapy on Teacher Perceived Classroom Behavior of Hyperactive Children. ED 161 177

Behavior Rating Scales
Coder Drift: A Reliability Problem for Teacher Observations. ED 161 897
Comprehensive Career Guidance. Competency Rating Scale Manual. Grades K-1. ED 160 836
Comprehensive Career Guidance. Competency Rating Scale Manual. Grades 2-4. ED 160 837
Comprehensive Career Guidance. Competency Rating Scale Manual. Grades 5-6. ED 160 838
Factor Analysis of Cognitive, Behavioral, Socioeconomic And Related Characteristics of Prekindergarten Children. Technical Paper #16. ED 161 917
Identification of Predictors of Coding Performance: Selecting Subjects to be Trained to Use Observation Systems. ED 161 898
Teachers' Ratings of Preschool Children's Behaviours. Discussion Paper No. 2. ED 161 542

Behavior Rehearsal Intervention Program
The Skill Acquisition Model: Behavioral Rehearsal as a Method for Developing Pro-Social Adaptive Behaviors in Elementary School Children. Final Report 52.3. ED 161 240

Behavioral Counseling
Comparing Ways of Altering Parent-Child Interaction. ED 161 558

Behavioral Objectives
Behavioral Objectives: Elementary Reading. Revised. ED 161 008
Toward Competency Based Learning in Organizational Behavior. Final Report. ED 161 314
Unit of Instruction: Writing, Teaching, Supplementing. ED 160 733

Behavioral Science Research
Observation Procedure, Observation Gender, and Behavior Valence as Determinants of Sampling Error in a Behavior Assessment Analogue. ED 160 918
Positive and Negative Semantic Markers in Psychological Research: Does It Matter if Society Makes Love or War? ED 161 775

Bem Sex Role Inventory
What's in a Name? ED 160 919

Bently College MA
Academic Advising and Counseling: A Computer Assisted Enhancement. AIR Forum Paper 1978. ED 161 332

Bias
Cultural Conformity in Books for Children: Further Readings in Racism. ED 161 993//
The Dilution of Stereotypes: When Non-Information'' is Informative. ED 160 962
Sources of Values Influencing Educational Evaluation. Research, Evaluation, Development Paper Series No. 7. ED 161 889

Biblical Literature
Geography of the Bible as an Academic Subject in Geography. ED 161 811

Bibliographic Citations
Education and the World Ocean: A Partial Bibliography for Marine Educators. ED 161 674

Bibliographies
ACTFL Annual Bibliography of Books and Articles on Pedagogy in Foreign Languages for the Years 1975 and 1976. ED 161 302
Agriculture & Agronomy: A Dissertation Bibliography. ED 161 666
A Bibliography of Environmental Education for Elementary and Secondary Teachers. ED 161 689
Computer Science: A Dissertation Bibliography. ED 161 668
Computer Science: A Dissertation Bibliography - Supplement One. ED 161 669
Crossing Cultures Third World Women. A Book of Materials, Activities, and Ideas for the Classroom Teacher. ED 162 028
Ecology and the Environment: A Dissertation Bibliography. ED 161 665
Educational Finance (Primary-Secondary Levels) Bibliography. ED 161 155
Education and the World Ocean: A Partial Bibliography for Marine Educators. ED 161 674
ERIC References on Urban and Minority Education. ED 162 013
The Ethno-Cultural Factor in Mental Health: A Literature Review and Bibliography. ED 161 963//
Fair Play. A Bibliography of Nonstereotyped Materials. Volume II. ED 162 022
Health Sciences: A Dissertation Bibliography. ED 161 664
Memos and Resource Lists from ERIC/ECE: 1978. ED 161 520
PLATO Highlights, Fifth Revision. ED 161 435
Science and Engineering Careers: A Bibliography. ED 161 751
Science Education: A Dissertation Bibliography. ED 161 667
Social Science and Historical Materials on the Asian American Experience. ED 162 033
Survival Skills for Competency in High School and College. ED 160 986
The Women's Movement in the Seventies: An International English-Language Bibliography. ED 161 992//

Biculturalism
Collected Papers in Teaching English as a Second Language and Bilingual Education: Themes, Practices, Viewpoints. ED 161 242
Culturally Responsive Early Childhood Education Programs for Non-English Speaking Children. ED 161 277
Intercultural Communication and the Concept of Marginality. ED 161 093

Bilingual Education
Bilingual, Bicultural, and Bidialectal Studies Related to Reading and Communication Skills: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' July through October 1978 (Vol. 39 Nos. 1 through 4). ED 161 083
Bilingual Education: The National Perspective. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5. ED 161 246//
Bilingualism and British Education: The Dimensions of Diversity. ED 161 303
Collected Papers in Teaching English as a Second Language and Bilingual Education: Themes, Practices, Viewpoints. ED 161 242
A Community's Struggle for Equal Educational Opportunity: Aspira v. Bd. of Ed. OME Monograph Number Two. ED 162 034
Culturally Responsive Early Childhood Education Programs for Non-English Speaking Children. ED 161 277
How to Write Criterion-Referenced Tests for Spanish-English Bilingual Programs. ED 161 281
Intermediate SCDC Spanish Curricula Units. Language Arts, Unit 1, Kits 1-4, Supplement & Ditto Packet. ED 161 597
Intermediate SCDC Spanish Curricula Units. Language Arts, Unit 1, Kits 1-4, Teacher's Guide. ED 161 596
The L'' Connection: The Interdependence of Second Language Programs. The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9. ED 161 263//
Learning Achievement Packages. Mexican American Studies, English-Spanish. ED 161 595
Longitudinal Study, Title VII Bilingual Program Santa Fe Public Schools, Santa Fe, New Mexico ED 161 275
The Multiple Role of Oral Language Assessment: Language Status, Research, and Curriculum Development. ED 161 058

Our Language Heritage: A Historical Perspective. The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9.
ED 161 257//
Report on Bilingual Education, 1975-76.
ED 161 272
SCDC Spanish Curricula Units. Fine Arts Strand, Unit 3, Grade One, Teacher's Guide Multi-Ethnic Edition.
ED 161 586
SCDC Spanish Curricula Units. Fine Arts Strand, Unit 6, Grade 2, Supplement & Ditto Packet.
ED 161 638
SCDC Spanish Curricula Units. Fine Arts Strand, Unit 6, Grade 2, Teacher's Guide Multi-Ethnic Edition.
ED 161 637
SCDC Spanish Curricula Units. Fine Arts Strand, Unit 7, Grade 3, Supplement & Ditto Packet.
ED 161 646
SCDC Spanish Curricula Units. Fine Arts Strand, Unit 7, Grade 3, Teacher's Guide Multi-Ethnic Edition.
ED 161 645
SCDC Spanish Curricula Units. Fine Arts Strand, Unit 8, Grade 3, Supplement & Ditto Packet.
ED 161 651
SCDC Spanish Curricula Units. Fine Arts Strand, Unit 8, Grade 3, Teacher's Guide Multi-Ethnic Edition.
ED 161 650
SCDC Spanish Curricula Units. Fine Arts Strand, Unit 9, Grade 3, Supplement & Ditto Packet.
ED 161 626
SCDC Spanish Curricula Units. Fine Arts Strand, Unit 9, Grade 3, Teacher's Guide.
ED 161 625
SCDC Spanish Curricula Units. Fine Arts, Unit 10, Grade 3, Supplement & Ditto Packet.
ED 161 614
SCDC Spanish Curricula Units. Fine Arts, Unit 10, Grade 3, Teacher's Guide.
ED 161 613
SCDC Spanish Curricula Units. Fine Arts, Unit 4, Grade Two, Teacher's Guide.
ED 161 639
SCDC Spanish Curricula Units. Fine Arts, Unit 4, Grade 2, Supplements & Ditto Packet.
ED 161 640
SCDC Spanish Curricula Units. Language Arts Strand, Unit 7, Grade 3, Teacher's Guide Multi-Ethnic Edition.
ED 161 647
SCDC Spanish Curricula Units. Language Arts Strand, Unit 8, Grade 3, Supplement & Ditto Packet.
ED 161 657
SCDC Spanish Curricula Units. Language Arts Strand, Unit 8, Grade 3, Teacher's Guide Multi-Ethnic Edition.
ED 161 656
SCDC Spanish Curricula Units. Language Arts Strand, Unit 9, Grade 3, Supplement & Ditto Packet.
ED 161 622
SCDC Spanish Curricula Units. Language Arts Strand, Unit 9, Grade 3, Teacher's Guide.
ED 161 621
SCDC Spanish Curricula Units. Language Arts, Unit 10, Grade 3, Supplement & Ditto Packet.
ED 161 612
SCDC Spanish Curricula Units. Language Arts, Unit 10, Grade 3, Teacher's Guide.
ED 161 611
SCDC Spanish Curricula Units. Language Arts, Unit 4, Grade Two, Supplement & Ditto Packet.
ED 161 594
SCDC Spanish Curricula Units. Language Arts, Unit 4, Grade Two, Teacher's Guide.
ED 161 593
SCDC Spanish Curricula Units. Language Arts, Unit 6, Grade 2, Supplement & Ditto Packet.
ED 161 630
SCDC Spanish Curricula Units. Language Arts, Unit 6, Grade 2, Teacher's Guide.
ED 161 629
SCDC Spanish Curricula Units. Science/Math Strand, Unit 1, Grade One, Teacher's Guide.
ED 161 582
SCDC Spanish Curricula Units. Science/Math Strand, Unit 3, Grade One, Supplement & Ditto Packet.
ED 161 588
SCDC Spanish Curricula Units. Science/Math Strand, Unit 3, Grade One, Teacher's Guide Multi-Ethnic Edition.
ED 161 587
SCDC Spanish Curricula Units. Science/Math Strand, Unit 4, Grade Two, Teacher's Guide.
ED 161 589
SCDC Spanish Curricula Units. Science/Math Strand, Unit 4, Grade 2, Supplements & Ditto Packet.
ED 161 590
SCDC Spanish Curricula Units. Science/Math Strand, Unit 6, Grade 2, Supplement & Ditto Packet.
ED 161 636
SCDC Spanish Curricula Units. Science/Math Strand, Unit 6, Grade 2, Teacher's Guide Multi-Ethnic Edition.
ED 161 635
SCDC Spanish Curricula Units. Science/Math Strand, Unit 7, Grade 3, Supplement & Ditto Packet.
ED 161 644
SCDC Spanish Curricula Units. Science/Math Strand, Unit 7, Grade 3, Teacher's Guide Multi-Ethnic Edition.
ED 161 643
SCDC Spanish Curricula Units. Science/Math Strand, Unit 8, Grade 3, Supplement & Ditto Packet.
ED 161 653
SCDC Spanish Curricula Units. Science/Math Strand, Unit 8, Grade 3, Teacher's Guide Multi-Ethnic Edition.
ED 161 652
SCDC Spanish Curricula Units. Science/Math Strand, Unit 9, Grade 3, Supplement & Ditto Packet.
ED 161 628
SCDC Spanish Curricula Units. Science/Math Strand, Unit 9, Grade 3, Teacher's Guide.
ED 161 627
SCDC Spanish Curricula Units. Science/Math, Unit 1, Grade One, Supplement & Ditto Packet.
ED 161 583
SCDC Spanish Curricula Units. Science/Math, Unit 10, Grade 3, Supplement & Ditto Packet.
ED 161 616
SCDC Spanish Curricula Units. Science/Math, Unit 10, Grade 3, Teacher's Guide.
ED 161 615
SCDC Spanish Curricula Units. Social Science Strand, Unit 6, Grade 2, Supplement & Ditto Packet.
ED 161 634
SCDC Spanish Curricula Units. Social Science Strand, Unit 7, Grade 3, Supplement & Ditto Packet.
ED 161 642
SCDC Spanish Curricula Units. Social Science Strand, Unit 7, Grade 3, Teacher's Guide Multi-Ethnic Edition.
ED 161 641
SCDC Spanish Curricula Units. Social Science Strand, Unit 8, Grade 3, Supplement & Ditto Packet.
ED 161 655
SCDC Spanish Curricula Units. Social Science Strand, Unit 8, Grade 3, Teacher's Guide Multi-Ethnic Edition.
ED 161 654
SCDC Spanish Curricula Units. Social Science Strand, Unit 9, Grade 3, Supplement & Ditto Packet.
ED 161 620
SCDC Spanish Curricula Units. Social Science Strand, Unit 9, Grade 3, Teacher's Guide.
ED 161 619
SCDC Spanish Curricula Units. Social Science, Unit 10, Grade 3, Supplement & Ditto Packet.
ED 161 618
SCDC Spanish Curricula Units. Social Science, Unit 10, Grade 3, Teacher's Guide.
ED 161 617
SCDC Spanish Curricula Units. Social Science, Unit 6, Grade 2, Teacher's Guide.
ED 161 633
SCDC Spanish Curricula Units. Spanish SL Strand, Unit 10, Grade 3, Supplement & Ditto Packet.
ED 161 610
SCDC Spanish Curricula Units. Spanish SL Strand, Unit 10, Grade 3, Teacher's Guide.
ED 161 609
SCDC Spanish Curricula Units. Spanish SL Strand, Unit 3, Grade One, Supplement & Ditto Packet.
ED 161 585
SCDC Spanish Curricula Units. Spanish SL Strand, Unit 3, Grade One, Teacher's Guide.
ED 161 584
SCDC Spanish Curricula Units. Spanish SL Strand, Unit 4, Grade Two, Supplement & Ditto Packet.
ED 161 592
SCDC Spanish Curricula Units. Spanish SL Strand, Unit 4, Grade Two, Teacher's Guide.
ED 161 591
SCDC Spanish Curricula Units. Spanish SL Strand, Unit 6, Grade 2, Supplement & Ditto Packet.
ED 161 632
SCDC Spanish Curricula Units. Spanish SL Strand, Unit 7, Grade 3, Supplement & Ditto Packet.
ED 161 649
SCDC Spanish Curricula Units. Spanish SL Strand, Unit 7, Grade 3, Teacher's Guide Multi-Ethnic Edition.
ED 161 648
SCDC Spanish Curricula Units. Spanish SL Strand, Unit 8, Grade 3, Supplement & Ditto Packet.
ED 161 659
SCDC Spanish Curricula Units. Spanish SL Strand, Unit 8, Grade 3, Teacher's Guide Multi-Ethnic Edition.
ED 161 658
SCDC Spanish Curricula Units. Spanish SL Strand, Unit 9, Grade 3, Supplement & Ditto Packet.
ED 161 624
SCDC Spanish Curricula Units. Spanish SL Strand, Unit 9, Grade 3, Teacher's Guide.
ED 161 623
SCDC Spanish Curricula Units. Spanish SL, Unit 6, Grade 2, Teacher's Guide.
ED 161 631
Some Reflections on the Role of Linguistics in the Preparation of Bilingual/ Cross-Cultural Teachers. Bilingual Education Paper Series, Vol. 1, No. 12.
ED 161 274
Spanish-Language Assessment in a Bilingual Teacher Education Program.
ED 161 878

Bilingual Schools
Report on Bilingual Education, 1975-76.
ED 161 272

Bilingual Students
Careers for Bilinguals. Volume One. Student Workbook .
ED 160 727//
Careers for Bilinguals. Volume One. Teacher's Manual.
ED 160 726//
Guidelines for Selecting Test Instruments and Procedures for Assessing the Needs of Bilingual Children and Youth. Part I: Guidelines for Determining Student Eligibility for Bilingual Instruction. Part II: Revised Guidelines for Selecting Test Instruments and Procedures in Bilingual Instruction.
ED 161 951
Longitudinal Study, Title VII Bilingual Program Santa Fe Public Schools, Santa Fe, New Mexico
ED 161 275

Bilingual Teachers
Some Reflections on the Role of Linguistics in the Preparation of Bilingual/ Cross-Cultural Teachers. Bilingual Education Paper Series, Vol. 1, No. 12.
ED 161 274
Spanish-Language Assessment in a Bilingual Teacher Education Program.
ED 161 878

Bilingualism
Bilingual, Bicultural, and Bidialectal Studies Related to Reading and Communication Skills: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' July through October 1978 (Vol. 39 Nos. 1 through 4).
ED 161 083
Bilingualism and British Education: The Dimensions of Diversity.
ED 161 303
Collected Papers in Teaching English as a Second Language and Bilingual Education: Themes, Practices, Viewpoints.
ED 161 242
Language Contact: Spanish in the 70's. Papers in Linguistics, 1974-1977: A Collection of M.A. Papers from Students in the Linguistics Department of Northeastern Illinois University.
ED 161 292
Phonological Evidence for Coordinate and Compound Bilingualism. Papers in Linguistics, 1974-1977: A Collection of M.A. Papers from Students in the Linguistics Department of Northeastern Illinois University.
ED 161 291
Report on Bilingual Education, 1975-76.
ED 161 272

Biographical Inventories
An Investigation of the Effectiveness of Two Educational Programs in View of the Students' Previous Experiences.
ED 161 879

Biographies
Hypatia's Sisters: Biographies of Women Scientists - Past and Present.
ED 161 729

Biological Influences
The Relationship Between Biorhythms and Human Performance.
ED 161 850

Biological Sciences
Australian Item Bank Program: Handbook for Science Item Bank.
ED 161 912//
Computerization of Synonymy Data from Biological Systematics. Museum Data Bank Research Report Number 9.
ED 161 426
Opportunities in Biological Sciences Careers.
ED 161 764//

Biological Sciences Curriculum Study
The Effects of Student Attributes and Teaching Styles on Attitude and Achievement in Secondary School Biology.
ED 161 716

Biology
Apollo-Soyuz Pamphlet No. 7: Biology in Zero-G. Apollo-Soyuz Experiments in Space.
ED 161 723
Australian Item Bank Program: Science Item Bank. Book 3: Biology.
ED 161 911//
The Effects of Student Attributes and Teaching Styles on Attitude and Achievement in Secondary School Biology.
ED 161 716
A Guide to Federal Funding in the Biological Sciences.
ED 161 693

Biorhythm Theory
The Relationship Between Biorhythms and Human Performance.
ED 161 850

Black Achievement
From Carver to Hill, and On.
ED 162 015
The State of Black America, 1978.
ED 161 970

Black Attitudes
Perceived Blockages in the Occupational Attainment of Southern Black Youth.
ED 162 010

Black Community
Method Dependent Opinion Leadership: Implications for Ascertainment of Black Community Needs for Public Television Stations.
ED 161 409

Black Education
Address by Vernon E. Jordan, Jr. at National Alliance of Black School Educators, New Orleans, Louisiana.
ED 161 966
Speech Given by Carol Gibson, Director of Education, National Urban League, Before Control Data Corporation's Two Day School Superintendents' Seminar.
ED 161 965

Black Employment
Black Employment in Kentucky State Agencies, Seventh Report. An Analysis of Job Levels, Salaries and Hiring Patterns as of November, 1975.
ED 161 974

Black History
The Black Family in the United States: A Selected Bibliography of Annotated Books, Articles, and Dissertations on Black Families in America.
ED 162 031//
Black Views of American Women: The View From Black Newspapers, 1865-1900.
ED 161 987
From Carver to Hill, and On.
ED 162 015

Black Leadership
Building Black-Controlled Family Agencies: Benefits and Impediments.
ED 162 016

Black Literature
The Black Family in the United States: A Selected Bibliography of Annotated Books, Articles, and Dissertations on Black Families in America.
ED 162 031//

Black Organizations
Address by Vernon E. Jordan, Jr. at National Alliance of Black School Educators, New Orleans, Louisiana.
ED 161 966
Speech Given by Carol Gibson, Director of Education, National Urban League, Before Control Data Corporation's Two Day School Superintendents' Seminar.
ED 161 965

Black Role
The State of Black America, 1978.
ED 161 970

Black Students
Family Status and Standardized Achievement Tests As Contingencies For Black and White College Entry. Report No. 239.
ED 161 952
Integration Strategies for the Nursing Profession.
ED 160 860
Juvenile Delinquency and the Black Personality Profile.
ED 161 903
Perceived Blockages in the Occupational Attainment of Southern Black Youth.
ED 162 010
Program Planning for Culturally Different Minority Students.
ED 162 017
Speech Given by Carol Gibson, Director of Education, National Urban League, Before Control Data Corporation's Two Day School Superintendents' Seminar.
ED 161 965

Blacks
Address by Vernon E. Jordan, Jr. at National Alliance of Black School Educators, New Orleans, Louisiana.
ED 161 966
Black Views of American Women: The View From Black Newspapers, 1865-1900.
ED 161 987
Teaching Test-Taking Strategies.
ED 160 929
Third World Students and Counseling: A Selected Bibliography.
ED 160 938

Blind
Cognitive Remediation of Blind Students. Final Report.
ED 161 233

Blooms Taxonomy of Educational Objectives
How to Write Criterion-Referenced Tests for Spanish-English Bilingual Programs.
ED 161 281

Board of Education Policy
Because It Is Right Educationally. A Ten-Year Report. Principles Governing Massachusetts Board of Education Integration Policy Decisions, 1965-1975.
ED 162 019
Report on Bilingual Education, 1975-76.
ED 161 272
School Boards as Policy-Makers.
ED 161 168

Board of Education Role
A Community's Struggle for Equal Educational Opportunity: Aspira v. Bd. of Ed. OME Monograph Number Two.
ED 162 034

Body Image
Children's Monetary Evaluations of Body Parts as a Function of Sex, Grade, and Race.
ED 160 946

Body Language
The Use of Gestures in Consecutive Interpretation.
ED 161 273

Body Weight
The Behavioral Treatment of Obesity in Adolescent Boys.
ED 161 190

Bookkeeping
Articulation of Bookkeeping/Accounting Competencies between Secondary and Postsecondary Levels in the Lakeshore VTAE District. Final Report.
ED 160 749
Course of Study for Secondary Level Bookkeeping/Accounting. Final Report.
ED 160 893

Booklists
Cultural Constellations in Translated Children's Literature: Evidence from the Mildred L. Batchelder Award.
ED 161 026

Books
Banned Books; 387 B.C. to 1978 A.D.
ED 161 065//
Resources for Schools: Multicultural Education.
ED 161 445

Branch Libraries
The Hollins Branch Library and its Community: An Analysis of Available Data.
ED 161 439

Brazil
Guidelines for a New Model of University Administration. AIR Forum Paper 1978.
ED 161 361

Breakfast Programs
FRAC's Guide to the School Lunch and Breakfast Programs.
ED 161 113

Budgeting
Adequacy of Budget Formulas for Balancing Institutional Needs and Resources in Non-Growth Periods. AIR Forum Paper 1978.
ED 161 333
Budget Preparation and Inflation Prediction. AIR Forum Paper 1978.
ED 161 339
Development of an Inventory of Fiscal Competencies for Colorado Postsecondary Academic Administrators. AIR Forum Paper 1978.
ED 161 351
A Faculty Salary Resource Allocation Model for Balancing Salary Needs with Resources. AIR Forum Paper 1978.
ED 161 360
Implementation of Decentralized School Budgeting.
ED 161 148
Institutional Responses to Forced Budget Reductions.
ED 161 478
Predicting Next Year's Resources Short-Term Enrollment Forecasting for Accurate Budget Planning. AIR Forum Paper 1978.
ED 161 383

Budgets
The Impact of Proposition 13 on Community Services for California Community Colleges.
ED 161 480

Building Design
Energy Conservation: A Management Report for State and Local Governments and A Technical Guide for State and Local Governments.
ED 161 765
An Energy Conservation Retrofit Process for Existing Public and Institutional Facilities.
ED 161 763

Burke (Kenneth)
Burkeian Invention, from Pentad to Dialectic.
ED 161 029

Business Communication
Business and Organizational Communication: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' January through October 1978 (Vol. 38 No. 7 through Vol. 39 No. 4).
ED 161 088
An Interdisciplinary Program in Technical Communications: Problems Encountered.
ED 161 062

Business Correspondence
Let's Write It Right! A Student-Oriented Approach for Teaching Letterwriting Skills.
ED 161 068

Business Education
Articulation of Bookkeeping/Accounting Competencies between Secondary and Postsecondary Levels in the Lakeshore VTAE District. Final Report.
ED 160 749
A Comparative Study of the First Full-Time Job and Salary After Graduation for Selected Vocational/Technical/Professional Business Graduates from High School, Two-Year Colleges, and Four-Year Colleges. AIR Forum Paper 1978.
ED 161 343
Education for Business. Program Planning Guide & Courses of Study. Revised.
ED 160 834
The Role of Guidance in Business Education.
ED 160 831

Business Skills
Articulation of Bookkeeping/Accounting Competencies between Secondary and Postsecondary Levels in the Lakeshore VTAE District. Final Report.
ED 160 749
Calculator. Owning a Small Business.
ED 160 869

Cable Television
The Social Effects of Cable Television.
ED 161 447

CAFETERIA System
National Project III, Elevating the Importance of Teaching. Fund Associate's Final Report.
ED 161 312

Calculation
Calculator.
ED 160 870
Calculator Handbook. Problem Solving Project.
ED 161 758
Calculator. Owning a Small Business.
ED 160 869
Getting to Know the Calculator. Problem Solving Project.
ED 161 757
Ideas for Strengthening Mathematics Skills.
ED 161 730
A Monadic Module Alias a Unary Unit. Project Paper 77-5.
ED 161 670
Problem Solving: Opening the Door Using the Mini-Calculator. Problem Solving Project.
ED 161 759//
Some Monadic/Diadic Combos. Project Paper 77-6.
ED 161 671

Calculators
Calculator Handbook. Problem Solving Project.
ED 161 758
Calculators and Unary Operations: A Position Paper with Instructional Suggestions. Project Paper 77-7.
ED 161 672
General High School Mathematics.
ED 161 767
Getting to Know the Calculator. Problem Solving Project.
ED 161 757
Ideas for Strengthening Mathematics Skills.
ED 161 730
A Monadic Module Alias a Unary Unit. Project Paper 77-5.
ED 161 670
Problem Solving: Opening the Door Using the Mini-Calculator. Problem Solving Project.
ED 161 759//
Some Monadic/Diadic Combos. Project Paper 77-6.
ED 161 671

California
Third World Population in California. Intern Research Project.
ED 161 982

California (Los Angeles County)
State of the District.
ED 161 465
Women at Work in Los Angeles County.
ED 161 985

California (Mountain View)
The Filipinos in Mountain View, California: A Census Type, Socioeconomic Survey.
ED 161 995

California Assessment Program
Profiles of School District Performance 1976-77. A Guide to Interpretation.
ED 161 881
Technical Report of the California Assessment Program.
ED 161 882

California Learning Resource Center
Final Technical Report of the California Learning Resource Center. September 1, 1974 Through May 31, 1977.
ED 161 232

Canada
Canadian Universities and Colleges. Amended Version. Reference Papers. No. 106.
ED 161 321
English Language Teaching Profile: Canada.
ED 161 289
Multiculturalism and Ethnic Attitudes in Canada.
ED 162 029//

Cancer
Child Cancer Control. Report on a Working Group.
ED 161 554

Cape Verde
Cape Verdeans in America: Our Story.
ED 161 773

Career Awareness
Career Education Demonstration Project for American Indian Children. Final Report.
ED 160 777
Careers for Bilinguals. Volume One. Student Workbook .
ED 160 727//
Careers for Bilinguals. Volume One. Teacher's Manual.
ED 160 726//
Comprehensive Career Guidance. Competency Rating Scale Manual. Grades K-1.
ED 160 836
Comprehensive Career Guidance. Competency Rating Scale Manual. Grades 2-4.
ED 160 837
Comprehensive Career Guidance. Competency Rating Scale Manual. Grades 5-6.
ED 160 838
Evaluating Career Education in the Arts: The Arts Center, Pawtucket, Rhode Island.
ED 160 802
Greenwood Career Education Project. Final Project Performance Report.
ED 160 800
Highline's Career Education for Gifted & Talented Students. Annual Report.
ED 160 796
Internships for the Undergraduate Major at the Liberal Arts College.
ED 161 818
K-1 Career Guidance Activities. Early Elementary Classroom Activities.
ED 160 839
Quality Incremental Improvements in the Implementation of a Career-Centered Curriculum for Grades 1-12. Final Report.
ED 160 801
2-4 Career Guidance Activities. Intermediate Elementary Classroom Activities.
ED 160 840
5-6 Career Guidance Activities. Upper Elementary Classroom Activities.
ED 160 841

Career Change
Searchlight: Relevant Resources in High Interest Areas. Mid-Career Change: An Overview of Counseling Practices and Programs.
ED 160 905

Career Choice
Dual-Career Relationships: The College Couple Perspective.
ED 160 939
A Planning Program to Develop Career Path Workshops for Women Students.
ED 161 511
Professional Development and Personality in Religious Clergy.
ED 160 942
Role Models and Career Salience in Older Female College Students in Psychology.
ED 160 935
The Role of Guidance in Business Education.
ED 160 831
Sex Differences in the Career Decision-Making Process. Final Report.
ED 160 833
Sex Role Ideology and Socialization Experiences as They Relate to the Motivation for Parenthood.
ED 160 960

Career Development
Career Guidance in Georgia. A Program Development Guide.
ED 160 850
Comprehensive Career Guidance. Career Guidance Curriculum. Staff Development K-6.
ED 160 844
Comprehensive Career Guidance. Competency Rating Scale Manual. Grades K-1.
ED 160 836
Comprehensive Career Guidance. Competency Rating Scale Manual. Grades 2-4.
ED 160 837
Comprehensive Career Guidance. Competency Rating Scale Manual. Grades 5-6.
ED 160 838

Career Education
Beggers, Builders, Brothers.
ED 161 179
Building a Career-Oriented Communication Curriculum.
ED 161 097
Career Education Demonstration Project for American Indian Children. Final Report.
ED 160 777
Career Education Personnel Training Center. Pinellas County Public Schools. Final Report.
ED 160 799
Career Education Programming for the Handicapped: Cooperative Personnel Preparation. Final Report.
ED 161 178
Career Education. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5.
ED 161 248//
Center for Career Education in the Arts. Annual Report, July 1, 1975 to June 30, 1976.
ED 160 803
Comprehensive Career Guidance. Methods Guide. K-6 Career.
ED 160 842
Coordinated Use of Mass Media for the Development and Delivery of Career Education. Final Report. And A Study of Awareness of and Interest in the Career Education Program in the New Haven Area .
ED 160 794
Evaluation of the South Dakota Career Education Project. A Technical Report.
ED 160 784
Five Approaches to Increasing Participation of Talented Women in Science Careers. Paper Presented at the Annual Meeting of the National Science Teachers Association (Washington, D.C., April 1978).
ED 161 690
Greenwood Career Education Project. Final Project Performance Report.
ED 160 800
Highline's Career Education for Gifted & Talented Students. Annual Report.
ED 160 796
Incremental Improvement of Career Education in Utah. Final Report.
ED 160 797
Index of Interim, Supplemental, and Final Reports from Career Education Pilot Projects Supported under Part C and Part D of Public Law 90-576.
ED 160 894
K-1 Career Guidance Activities. Early Elementary Classroom Activities.
ED 160 839
New Hampshire High School Career Education Model. Final Evaluation Report.
ED 160 782
The New Hampshire High School Career Education Model. Final Report.
ED 160 781
New York State Consortium for Career Education. Career Education Program, July 1, 1975-June 30, 1976. Project Performance Report, Volume 1.
ED 160 779
New York State Consortium for Career Education. Career Education Program, July 1, 1975-June 30, 1976. Project Performance Report, Volume 2.
ED 160 780
Opportunities in Biological Sciences Careers.
ED 161 764//

Penetrating School Strata through Career Education. Program Evaluation. ED 160 778
Quality Incremental Improvements in the Implementation of a Career-Centered Curriculum for Grades 1-12. Final Report. ED 160 801
South Dakota Career Education Project: A Sequential Demonstration Model in Career Education Coordinating the Efforts of State Agencies to Effect an Inservice and Curriculum Development Program in Selected School Systems. Final Performance Report. ED 160 783
Teachers' Manual for Career Education: Instilling Readiness for Decision-Making. ED 160 798
Third Party Evaluation Report for the Wisconsin Career Education Consortium, Project No. 554AH50646. ED 160 787
Wisconsin K-12 Career Education Consortium. Final Project Performance Report. Volume II of Two Volumes. ED 160 786
Wisconsin K-12 Career Education Consortium. Final Project Performance Report. Volume I of Two Volumes. ED 160 785
YEDPA and Career Education. ED 160 793
2-4 Career Guidance Activities. Intermediate Elementary Classroom Activities. ED 160 840
5-6 Career Guidance Activities. Upper Elementary Classroom Activities. ED 160 841

Career Exploration
Calculator. Owning a Small Business. ED 160 869
A Charter for Improved Rural Youth Transition. ED 161 568
Home Management 7: Child Care Unit. Course Objectives, Content Analysis, Supporting Objectives and Content Generalizations. ED 160 791
Mathematics Unipac. Computers. ED 160 868
Quality Incremental Improvements in the Implementation of a Career-Centered Curriculum for Grades 1-12. Final Report. ED 160 801
Work Experience Manual. ED 160 823

Career Ladders
Issues in the Recruitment, Professional Development, Promotion, and Remuneration of Women Faculty. Research Memorandum. ED 161 318

Career Opportunities
Career Education. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5. ED 161 248//
Course of Study for Secondary Level Bookkeeping/Accounting. Final Report. ED 160 893
The Effects of a Dual Labor Market in Higher Education. AIR Forum Paper 1978. ED 161 352
Five Approaches to Increasing Participation of Talented Women in Science Careers. Paper Presented at the Annual Meeting of the National Science Teachers Association (Washington, D.C., April 1978). ED 161 690
National Indian Health Board Position on Indian Preference. ED 161 580
Science and Engineering Careers: A Bibliography. ED 161 751
Women in Science and Technology: Careers for Today and Tomorrow. ED 161 710

Career Planning
Comprehensive Career Guidance. Competency Rating Scale Manual. Grades K-1. ED 160 836
Comprehensive Career Guidance. Competency Rating Scale Manual. Grades 2-4. ED 160 837
Comprehensive Career Guidance. Competency Rating Scale Manual. Grades 5-6. ED 160 838
A Model Career Counseling and Placement Program. ED 160 792
A Model for Developing and Operating an Adult Career Guidance Center. ED 160 917
A Planning Program to Develop Career Path Workshops for Women Students. ED 161 511
Women in Science and Technology: Careers for Today and Tomorrow. ED 161 710
Work and Leisure Environments. Leader's Handbook . ED 160 857

Carnegie Corporation of New York
The Carnegie Corporation of New York and American Educational Policy 1945-1970. ED 161 329

Case Studies
National Home Start Evaluation. Interim Report V: Case Studies. ED 161 543
A Study of Library Cooperatives, Networks and Demonstration Projects. Final Report. Volume II: Case Study Reports: Twelve Projects Supported by the HEA II-B Library Research and Demonstration Program and LSCA III Multitype Library Cooperation and Networking in Ten States. ED 161 406

Case Studies (Education)
The Doing of History: A Practical Use of the Library-College Concept. ED 161 428

Caseworker Approach
Case Management for Children's Protective Services. ED 160 906

Catalogs
Science Education: A Dissertation Bibliography. ED 161 667

Catholic Educators
Why Parental Involvement? ED 161 826

Catholic Elementary Schools
Parish Primary School Survey, 1976. ED 161 562//

Catholic High Schools
A Course in Death Education as a Factor In Influencing Attitudes Toward Death of Juniors Enrolled in a Parochial High School. ED 160 953

Caucasian Students
Family Status and Standardized Achievement Tests As Contingencies For Black and White College Entry. Report No. 239. ED 161 952

Censorship
Banned Books; 387 B.C. to 1978 A.D. ED 161 065//
Conflicting Compelling Interests: Notes toward a Communication Approach to Censorship of Sexually Explicit Material. ED 161 040

Center for the Study of Reading (Illinois)
Discourse Functions of Inversion Constructions. Technical Report No. 98. ED 160 998
Study Skills and Learning Strategies. Technical Report No. 104. ED 161 000
Vocabulary and Reading Comprehension: Instructional Effects. Technical Report No. 100. ED 160 999

Centers of Interest
The Complete Guide to Learning Centers. ED 161 059//

Cerebral Dominance
An Apology for Logos.'' ED 161 046

Ceremonies
Thanksgiving Address of the North American Indian Ohenton Kariwatehkwen. ED 161 576//

Certification
An Audiovisual Teaching Module to Assist Examiners in the Administration of a Practical Performance Examination for the Emergency Medical Technician-Ambulance (EMT-A). Consisting of a 90-Minute Audiovisual Presentation In Either 16mm Sound or 3/4'' Video-Cassette Plus a User's Guide'' Describing in Detail the Total Examination Procedure. Final Report. ED 161 948

Change Agents
Electronic Computers for Slate-Board Schools: An Ethnographic Parallel to Steel Axes for Stone-Age Men. ED 161 414
Flexner, Accreditation, and Evaluation. Research Series No. 5. ED 161 834
Managing Change. Penney's Forum, Fall/Winter 1978. ED 161 810
Postponing Marriage: The Influence of Schooling, Working, and Work Plans for Young Women. ED 161 790
Stimulating Human Services Reform. Human Services Monograph Series, Number 8, June 1978. ED 161 804

Change Strategies
Citizen Action Manual: How to Effect Change in the Adoption/Foster Care System. ED 161 513
Effects of Coping and Mastery Modeling on Experienced and Inexperienced Pedodontic Patients' Disruptiveness. ED 161 535
Electronic Computers for Slate-Board Schools: An Ethnographic Parallel to Steel Axes for Stone-Age Men. ED 161 414
Employment and Economic Issues of Low-Income Women: Report of a Project. ED 162 045
Evaluation of Implementation Projects Supported by the National Science Foundation. Research Paper No. 17. ED 161 683
Innovative Projects: Making Them Standard Practice. Keys to Community Involvement Series: 7. ED 161 123
Managing Change. Penney's Forum, Fall/Winter 1978. ED 161 810
The Mass Communication Theories'' of the Muckrakers. ED 161 030
Metro Ways to Understanding: Volume I: A Plan for the Voluntary Elimination of Racial and Ethnic Isolation in the Schools of the Boston Metropolitan Area. ED 162 001
New Hampshire High School Career Education Model. Final Evaluation Report. ED 160 782
The New Hampshire High School Career Education Model. Final Report. ED 160 781
Planning for Change: Three Critical Elements. Keys to Community Involvement Series: 4. ED 161 120
Stimulating Human Services Reform. Human Services Monograph Series, Number 8, June 1978. ED 161 804
Strategies for Production and Dissemination of CAI. ED 161 417
The Struggle for Equal Opportunity: Strategies for Social Welfare Action. ED 162 009//
Successful Projects: Examining the Research. Keys to Community Involvement Series: 8. ED 161 124

Changing Attitudes
Alienation and Expectation in American Political Culture. ED 161 777
Applications of Social Psychology in Police-Community Relations. ED 160 955
Evaluating Career Education in the Arts: The Arts Center, Pawtucket, Rhode Island. ED 160 802
Is Female Leadership Perceived as a Disadvantage? ED 160 965
The Mass Communication Theories'' of the Muckrakers. ED 161 030
Postponing Marriage: The Influence of Schooling, Working, and Work Plans for Young Women. ED 161 790
The Reported Impact of Women's Studies Courses on Students' Lives. ED 160 944
What's in a Name? ED 160 919

Chemistry
Australian Item Bank Program: Science Item Bank. Book 2: Earth Sciences and Chemistry. ED 161 910//
Developmental Draft for Regents Chemistry Syllabus. ED 161 752
From Carver to Hill, and On. ED 162 015

Chemistry Teachers
From Carver to Hill, and On. ED 162 015

Chi Square
Chi Square or K-S? That is the Question. ED 161 900

Chicanos
The Identification of Texas Anglo, Black and Chicano Child Rearing and Child Care Practices in Relation to Child Care Career Competencies. ED 161 574

Child Abuse
Case Management for Children's Protective Services. ED 160 906
Family Resource Center. Final Report. ED 161 205
Identification and Definition of Factors Causally Associated with Child Abuse and Neglect. Final Report. ED 161 221
Identifying and Reporting Child Abuse: A Model Policy and Rules. ED 161 196
Multidisciplinary Teams in Child Abuse and Neglect Programs. A Special Report from the National Center on Child Abuse and Neglect, August, 1978. ED 161 202
Pro-Child: A Child Abuse and Neglect Program. Final Report. ED 161 216
Pro-Child: A Child Abuse and Neglect Program. Supplement to the Final Report. ED 161 217
Two Community Protective Service Systems: Nature and Effectiveness of Service Intervention. ED 160 907
Volunteers in Child Abuse and Neglect Programs. A Special Report from the National Center on Child Abuse and Neglect, August, 1978. ED 161 203

Child Advocacy
Citizen Action Manual: How to Effect Change in the Adoption/Foster Care System. ED 161 513
Issues in Developmental Disabilities Evaluation and Advocacy. ED 161 185

Child Care
Home Management 7: Child Care Unit. Course Objectives, Content Analysis, Supporting Objectives and Content Generalizations. ED 160 791
Selected Empirical Research and Policy Analysis on Child Care and Parent Education: Principles for Public Policy. ED 161 559

Child Care Centers
Custody, Care, and Nurture; Trends in Early-Childhood Education in Wollongong. ED 161 537
The Identification of Texas Anglo, Black and Chicano Child Rearing and Child Care Practices in Relation to Child Care Career Competencies. ED 161 574

Child Care Workers
Children Are the Revolution: Day Care in Cuba. ED 161 560//
The Identification of Texas Anglo, Black and Chicano Child Rearing and Child Care Practices in Relation to Child Care Career Competencies. ED 161 574

Child Development
Child Mental Health and Psychosocial Development. Report of a WHO Expert Committee. Technical Report Series No. 613. ED 161 538
The Consequences of Same-Sex, Cross-Sex, and Androgynous Preferences. ED 160 967
Culturally Responsive Early Childhood Education Programs for Non-English Speaking Children. ED 161 277
The Effects of Age, Sex, and Adult Presence on Preschool Children's Sex-Typed Toy Play Behavior. ED 160 910
Evaluation of Early Childhood Programs: Toward a Developmental Perspective. ED 161 512
Home Management 7: Child Care Unit. Course Objectives, Content Analysis, Supporting Objectives and Content Generalizations. ED 160 791
Memos and Resource Lists from ERIC/ECE: 1978. ED 161 520
Problems of Children of School Age (10-13 Years). Report on a Working Group. ED 160 902
Sex Differences in Spatial Play Behavior of Six-Year Olds. ED 160 952

Child Language
The Acquistion of Intervocalic Consonants in Mexican Spanish: A Cross-Sectional Study Based on Imitation Data. Papers and Reports on Child Language Development, No. 9. ED 161 268
Developing a Research-Based Language/Reading Program. ED 160 974
Development of Rhythm in Early Phonology. Papers and Reports on Child Language Development, No. 12. ED 161 296
The Early Presuppositions and Performatives of Normal and Language Disabled Children. Papers and Reports on Child Language Development, No. 12. ED 161 301
A Functional Analysis of Defective and Non-Defective Requests in the Speech of Mothers to Children. Papers and Reports on Child Language Development, No. 11. ED 161 267
The Influence of the Form of the Question on the Eyewitness Testimony of Preschool Children. Papers and Reports on Child Language Development, No. 12. ED 161 297
Language Learning Strategies: Does the Whole Equal the Sum of the Parts? Papers and Reports on Child Language Development, No. 12. ED 161 299
A Longitudinal Study of the Acquisition of the Voicing Contrast in American-English Word-Initial Stops, as Measured by Voice Onset Time. Papers and Reports on Child Language Development, No. 14. ED 161 305
Phonemic Discrimination and the Knowledge of Words in Children under 3 Years. Papers and Reports on Child Language Development, No. 11. ED 161 266
Phonological Production and Perception in Verbal Autistic, Normal, and Mentally Retarded Subjects. Papers and Reports on Child Language Development, No. 12. ED 161 300
Propositions across Utterances and Speakers. Papers and Reports on Child Language Development, No. 12. ED 161 298
Topics in the Acquisition of Mandarin Phonology: A Case Study. Papers and Reports on Child Language Development, No. 14. ED 161 304

Child Nutrition Act 1966
FRAC's Guide to the School Lunch and Breakfast Programs. ED 161 113

Child Rearing
Communal Parents' Perceptions of Child Rearing. ED 161 784
The Influence of Child Person-Orientation on Adult Method of Eliciting Moral Behavior. ED 160 947

Child Welfare
Building Black-Controlled Family Agencies: Benefits and Impediments. ED 162 016
Child Cancer Control. Report on a Working Group. ED 161 554
Problems of Children of School Age (10-13 Years). Report on a Working Group. ED 160 902

Childhood Attitudes
Children's Monetary Evaluations of Body Parts as a Function of Sex, Grade, and Race. ED 160 946
Elementary School Children's Views of Occupational Roles. Volume III, Issue III. ED 160 813

Childhood Friendship
The Evolution of Children's Friendship Cliques. ED 161 556

Childhood Needs
Home Management 7: Child Care Unit. Course Objectives, Content Analysis, Supporting Objectives and Content Generalizations. ED 160 791
Problems of Children of School Age (10-13 Years). Report on a Working Group. ED 160 902

Children
Child Mental Health and Psychosocial Development. Report of a WHO Expert Committee. Technical Report Series No. 613. ED 161 538
Managing Children's Behavior for Any and Everyone Faced with the Task: A Training Manual for Behavior Assistants and Mediators. ED 161 551
Role Playing as an Imaginative Experience for Language Growth. ED 161 524
Sex Differences in Spatial Play Behavior of Six-Year Olds. ED 160 952

Childrens Art
Nurturing Talent in the Visual and Performing Arts in Early Childhood: Art and Music. ED 161 533

Childrens Books
Apples, Bloom, and Creativity: The ABC's of Reading Alphabet Books. ED 160 991
Cultural Conformity in Books for Children: Further Readings in Racism. ED 161 993//
Cultural Constellations in Translated Children's Literature: Evidence from the Mildred L. Batchelder Award. ED 161 026

Childrens Literature
Creative Activities with Children's Periodicals. ED 161 441
The Response of Sixth-Grade Readers to Selected Children's Literature with Special Reference to Moral Judgment. ED 161 004
SCDC Spanish Curricula Units. Language Arts Strand, Unit 7, Grade 3, Teacher's Guide Multi-Ethnic Edition. ED 161 647
SCDC Spanish Curricula Units. Language Arts Strand, Unit 8, Grade 3, Supplement & Ditto Packet. ED 161 657
SCDC Spanish Curricula Units. Language Arts Strand, Unit 9, Grade 3, Supplement & Ditto Packet. ED 161 622
SCDC Spanish Curricula Units. Language Arts, Unit 10, Grade 3, Supplement & Ditto Packet. ED 161 612
SCDC Spanish Curricula Units. Spanish SL Strand, Unit 7, Grade 3, Supplement & Ditto Packet. ED 161 649
SCDC Spanish Curricula Units. Spanish SL Strand, Unit 8, Grade 3, Supplement & Ditto Packet. ED 161 659

Childrens Television
Children and Parents in our Television Programmes. ED 161 456
Children's Television: An Analysis of Programming and Advertising. ED 161 050//
Uses and Effects of Television and Other Mass Media: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' July through September 1978 (Vol. 39 Nos. 1 through 3). ED 161 110

China
China Since Mao. ED 161 819
Sport in the People's Republic of China: Selected Issues. ED 161 855

Chinese
An Advanced Reader in Chinese Sociology-Anthropology. ED 161 283//
An Advance Reader in Chinese Art History. ED 161 284//

Chinyanja
Health Vocabulary, 1966. Guide for Translation into the Language, Chinyanja, of the Host Country, Malawi. ED 161 241

Christianity
Christian Voices on World Order. The Whole Earth Papers, Vol. 1, No. 10. ED 161 796

Church Related Colleges
An Experience in Financial Health Analysis in Higher Education. AIR Forum Paper 1978. ED 161 357

Church Workers
Professional Development and Personality in Religious Clergy. ED 160 942

Citizen Participation
Applications of Social Psychology in Police-Community Relations. ED 160 955
Community Groups: Keeping Them Alive & Well. Keys to Community Involvement Series: 1. ED 161 117
Effective Groups: Guidelines for Participants. Keys to Community Involvement Series: 9. ED 161 125
FRAC's Guide to the School Lunch and Breakfast Programs. ED 161 113
Governing Boards & Community Councils: Building Successful Partnerships. Keys to Community Involvement Series: 6. ED 161 122
Group Decision Making: Styles & Suggestions. Keys to Community Involvement Series: 2. ED 161 118
Group Progress: Recognizing & Removing Barriers. Keys to Community Involvement Series: 10. ED 161 126
Innovative Projects: Making Them Standard Practice. Keys to Community Involvement Series: 7. ED 161 123
Involvement by Decree: Citizen Involvement in Education by Legislative Mandate. ED 161 166
Measuring and Improving Group Effectiveness. Keys to Community Involvement Series: 11. ED 161 127
Planning for Change: Three Critical Elements. Keys to Community Involvement Series: 4. ED 161 120
Problem Solving. A Five-Step Model. Keys to Community Involvement Series: 3. ED 161 119

Citizenship
Toward Civic Responsibility. ED 161 808

Citizenship Responsibility
Toward Civic Responsibility. ED 161 808

City Planning
Federal Aid, Urban Schools and State Responsibility for Quality of Life. ED 161 971

City Problems
Urban, Social, and Educational Issues. A Doctorate Association of New York Educators Series. ED 162 018//

Civics
Private Ethics and Civic Virtue. ED 161 776

Civil Liberties
Adult Individual Criminal Records and the News Media: Inherent Problems for Access and Privacy. ED 161 043
A Hierarchy of Human Rights. ED 161 787
Mental Retardation and the Law: A Report on Status of Current Court Cases. July 1978. ED 161 180
To Search or Not to Search! ED 160 936

Civil Rights
Human Rights and Foreign Policy. Headline Series 241. ED 161 820//
Liberty and Justice for All. ED 161 599
Native American Justice Issues in North Dakota. ED 161 600

Class Activities
Role Playing as an Imaginative Experience for Language Growth. ED 161 524

Class Attitudes
Selected Attitudes Dealing with Individualized and Traditional Instruction. ED 160 814

Class Management
Comprehensive Career Guidance. Improving Classroom Behavior. Staff Development K-6. ED 160 845

Class Organization
Comparing Public Relations' Lifestyles in a Campaigns Course. ED 161 069
The Evolution of Children's Friendship Cliques. ED 161 556
A Study of Individualized, Personalized Teaching. ED 161 864

Class Size
Teacher Workload. Bibliographies in Education No. 63. ED 161 827

Classification
Computerization of Synonymy Data from Biological Systematics. Museum Data Bank Research Report Number 9. ED 161 426
What Are Data? Museum Data Bank Research Report Number 1. ED 161 425

Classroom Communication
Aspects of Ethnicity: Understanding Differences in Pluralistic Classrooms. ED 162 039//
Comprehensive Career Guidance. Classroom Meetings. Staff Development K-6. ED 160 847
Relating with Significant Others. Leader's Handbook . ED 160 853

Classroom Environment
Classroom Use of a Verbal Measure of Information Rate: An Exploratory Study. ED 161 939
Nurturing Creative Talent in Early Childhood. ED 161 531

Classroom Observation Techniques
An Examination of an Approach for Using Pupil Outcome Scores to Validate Assessments of Teacher Behaviors. ED 161 944
Identification of Predictors of Coding Performance: Selecting Subjects to be Trained to Use Observation Systems. ED 161 898
Oral Reading Observation System Observer's Training Manual. ED 161 019
Teacher Performance Assessment Instruments: A Guide to Interpretation. ED 161 957//
Teacher Performance Assessment Instruments: Manual for Data Collectors. ED 161 955//
Teacher Performance Assessment Instruments: Plans for Practice Rating. ED 161 956//

Classroom Research
Program-Fair Evaluation of Instructional Programs: Initial Results of the Kindergarten Reading Readiness Inquiry. ED 161 519

Clay
Improving the Verbal Cognitive Skills of Disadvantaged Preschool Children Through the Arts. Project Termination Report. ED 161 536

Clergymen
George H. Morrison A Scottish Edwardian Preacher? ED 161 105
Professional Development and Personality in Religious Clergy. ED 160 942

Clinical Diagnosis
The Broverman Study Revisited: Implications of Androgyny. ED 160 920

Cloze Procedure
A Study of Reading Errors Using Goodman's Miscue Analysis and Cloze Procedure. ED 160 980

Cluster Grouping
A Study of Cued Free Recall Learning among Rural Hawaiian Children Using Standardized Norms. Technical Report No. 71. ED 161 022

Code Switching (Language)
Phonological Evidence for Coordinate and Compound Bilingualism. Papers in Linguistics, 1974-1977: A Collection of M.A. Papers from Students in the Linguistics Department of Northeastern Illinois University. ED 161 291

Coder Drift
Coder Drift: A Reliability Problem for Teacher Observations. ED 161 897

Codes of Ethics
Code of Ethics and Competencies for Teachers of Learning Disabled Children and Youth. ED 161 198

Codification
Coder Drift: A Reliability Problem for Teacher Observations. ED 161 897

Coeducation
Home Economics Unlimited. ED 162 030

Cognitive Ability
Ethnic and Class Bias in Teacher Expectations of Junior High School Students: A Test of the Bowles and Gintis Thesis. ED 161 821
Production Deficiency of Labeling Skills in a Prereading Letter Discrimination Task. Technical Report No. 37. ED 161 020

Cognitive Development
Adult Vocational Education Follow Through. A System for Participant Feedback for Decision Makers. Final Report. ED 160 865
Cognitive Remediation of Blind Students. Final Report. ED 161 233
Compensatory Education for Preschoolers: A Non-Technical Report on the U.W.O. Preschool Project. Research Bulletin No. 440. ED 161 555
Home Environment, Self-Concept and Urban Student Achievement: A Bibliography and Review of Research. NJ Urban Education Research Reports No. 5. ED 161 972
Language Learning Strategies: Does the Whole Equal the Sum of the Parts? Papers and Reports on Child Language Development, No. 12. ED 161 299
Methodological Issues in Studying Symbolic Play. ED 161 547
Moves toward a Cognitive Grammar'': Some Implications of Linking Grammar with Cognitive Representation. ED 161 091
Phonemic Discrimination and the Knowledge of Words in Children under 3 Years. Papers and Reports on Child Language Development, No. 11. ED 161 266
Scientific Concept Learning in Children Subsequent to A-T Instruction: The Effect of Prior Knowledge on Resulting Cognitive Structure. ED 161 770
Some Instructional Implications from a Mathematical Model of Cognitive Development. ED 161 927
The Student Personnel Worker as Teacher: Fostering Moral Devlopment in College Women. ED 160 930

Cognitive Mapping
Cognitive Mapping,'' Learning Styles,'' and Sensory Modality Preferences'' as Factors in Individualized Instruction: A Position Paper on the As Yet Largely Untapped Research Potential of Integrated Information Systems when Combined with Educational Technology. ED 161 407

Cognitive Measurement
Psychometrics, Mathematical Psychology, and Cognition: Confessions of a Closet Psychometrician. Technical Report No. 10.
ED 161 958
Cognitive Processes
An Apology for Logos.''
ED 161 046
Cognitive Mapping,'' Learning Styles,'' and Sensory Modality Preferences'' as Factors in Individualized Instruction: A Position Paper on the As Yet Largely Untapped Research Potential of Integrated Information Systems when Combined with Educational Technology.
ED 161 407
A Cognitive Model of Reading for Elementary School Students.
ED 160 973
Communication and Beyond. The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9.
ED 161 258//
A Developmental Study of the Retention of Narrative Material. Final Report.
ED 160 978
The Dilution of Stereotypes: When Non-Information'' is Informative.
ED 160 962
Learning to Read in Different Languages-Universals and Specifics.
ED 160 988
Measurement Systems Viewed as Cognitive Structures. Final Report.
ED 161 947
Moves toward a Cognitive Grammar'': Some Implications of Linking Grammar with Cognitive Representation.
ED 161 091
Perception and Retention in Children's Reading. Final Report.
ED 160 981
The Phaedrus,'' Perelman, and the Groundwork for a Theory of Composition.
ED 161 033
Production Deficiency of Labeling Skills in a Prereading Letter Discrimination Task. Technical Report No. 37.
ED 161 020
Propositions across Utterances and Speakers. Papers and Reports on Child Language Development, No. 12.
ED 161 298
Scientific Concept Learning in Children Subsequent to A-T Instruction: The Effect of Prior Knowledge on Resulting Cognitive Structure.
ED 161 770
Text Annotation: A Technique for Facilitating Knowledge Integration.
ED 161 086
Cognitive Style
Cognitive Mapping,'' Learning Styles,'' and Sensory Modality Preferences'' as Factors in Individualized Instruction: A Position Paper on the As Yet Largely Untapped Research Potential of Integrated Information Systems when Combined with Educational Technology.
ED 161 407
Cognitive Style, Environment and School Achievement: A Cross-Cultural Study. Delta Research Monograph No. 1.
ED 161 983
The Effect of Varying Response-Mode Formats on Responses to Affective Measures.
ED 161 895
The Effects of Inductive-Deductive Teaching Methods and Field-Dependence-Independence Cognitive Style Upon Student Achievement in Mathematics.
ED 161 730
Some Instructional Implications from a Mathematical Model of Cognitive Development.
ED 161 927
Cognitive Tests
Factor Analysis of Cognitive, Behavioral, Socioeconomic And Related Characteristics of Prekindergarten Children. Technical Paper #16.
ED 161 917
Pictorial Sequences As the Basis for Tests of Reasoning.
ED 161 931
Cold War
How the Cold War is Taught: Six American History Textbooks Examined.
ED 161 816
Coleman Report
The Public Administration of the Public Schools: Complex Policy Models of Educational Achievement. Final Report.
ED 161 146
Collective Bargaining
Collective Bargaining by Teachers: Issues and Evidence.
ED 161 147
Collective Bargaining in Education: A Bibliography of Recent Materials.
ED 161 133
Research Project on Students and Collective Bargaining. Final Report, Year One.
ED 161 313
Special Report: Teachers and Labor Relations, 1976-1977. Government Employee Relations Report Covering Municipal, County, State, and Federal Developments.
ED 161 154
Collective Settlements
Communal Parents' Perceptions of Child Rearing.
ED 161 784
College Administration
Academic Entrepreneurs in University Decision Making. AIR Forum Paper 1978.
ED 161 334
Balancing Computer Resources with Institutional Needs. AIR Forum Paper 1978.
ED 161 338
The Costs and Benefits of Information: Data-Based Decisions at the Private Institution. AIR Forum Paper 1978.
ED 161 347
Data Bases at a State Institution Costs, Uses and Needs. AIR Forum Paper 1978.
ED 161 349
An Empirical Study of Implementing an Academic Unit Planning Tool: Implications for Institutional Research and Management. AIR Forum Paper 1978.
ED 161 355
Guidelines for a New Model of University Administration. AIR Forum Paper 1978.
ED 161 361
The Human Dimension: Balancing People Needs and Resources. AIR Forum Paper 1978.
ED 161 363
Self-Study Report by Roosevelt University on the Impact of Government Programs and the Cost of Compliance With Government Regulations for the Sloan Commission on Government and Higher Education.
ED 161 306
Strategic Decision Making in Colleges and Universities. AIR Forum Paper 1978.
ED 161 395
University Support Systems Necessary to Implement Institutional Change. AIR Forum Paper 1978.
ED 161 400
College Admission
Admissions-Yield and Persistence Analysis. AIR Forum Paper 1978.
ED 161 335
Family Status and Standardized Achievement Tests As Contingencies For Black and White College Entry. Report No. 239.
ED 161 952
College Attendance
What Really Happened to the Class of '75? A College Experience Survey.
ED 161 316
College Bound Students
College Without Fear: Preparing Students for the Predictable Crises of Post-Secondary Experience.
ED 160 957
College Buildings
Oversight Hearing on Facility Construction Needs in Puerto Rico. Hearing Before the Subcommittee on Postsecondary Education of the Committee on Education and Labor, House of Representatives, Ninety-Fifth Congress, Second Session.
ED 161 325
College Choice
Pricing Policy and the College Choice Process. AIR Forum Paper 1978.
ED 161 385
College Credits
A Comparison of the College's Mail and On-Site Registration Totals for Fall 1978 with Fall 1977.
ED 161 500
Evaluating Women's Homemaking and Volunteer Experiences for College Credit.
ED 160 772
College Curriculum
An Interdisciplinary Program in Technical Communications: Problems Encountered.
ED 161 062
A Longitudinal Study of Grades in 144 Undergraduate Courses. AIR Forum Paper 1978.
ED 161 374
The Misfit between the Speech Communication Field and the Needs of Business and Industry.
ED 161 100
The Place of Moral Education in the Curriculum of a Community College.
ED 161 506
College Entrance Examinations
Admissions-Yield and Persistence Analysis. AIR Forum Paper 1978.
ED 161 335
Academic Entrepreneurs in University Decision Making. AIR Forum Paper 1978.
ED 161 334
Can You Make Faculty Staff More Efficient? AIR Forum Paper 1978.
ED 161 340
Differences Between Teachers' Self-Ratings and Principal and University Faculty's Idealized Mathematics Teacher as Measured by a Mathematics Inventory. Research Paper No. 19.
ED 161 684
The Effects of a Dual Labor Market in Higher Education. AIR Forum Paper 1978.
ED 161 352
Faculty Productivity: Behavioral Considerations. AIR Forum Paper 1978.
ED 161 359
A Faculty Salary Resource Allocation Model for Balancing Salary Needs with Resources. AIR Forum Paper 1978.
ED 161 360
Guide to Effective Teaching. A National Report on Eighty-One Outstanding College Teachers and How They Teach.
ED 161 856//
The Human Dimension: Balancing People Needs and Resources. AIR Forum Paper 1978.
ED 161 363
Impacts of Workshops for Instructional Improvement: The Results of an Evaluation of a Component of a Faculty Development Program. AIR Forum Paper 1978.
ED 161 365
Issues in the Recruitment, Professional Development, Promotion, and Remuneration of Women Faculty. Research Memorandum.
ED 161 318
A Method for Monitoring University Faculty Salary Policies for Sex Bias. AIR Forum Paper 1978.
ED 161 378
A System'' for Departmental Evaluation for Promotion Tenure and Assignments.
ED 161 945
University Support Systems Necessary to Implement Institutional Change: Faculty Support Systems. AIR Forum Paper 1978.
ED 161 401
College Freshmen
Academic Advising and Counseling: A Computer Assisted Enhancement. AIR Forum Paper 1978.
ED 161 332
College Governing Councils
The Role of Academic Senates in California Community Colleges: A Position Paper.
ED 161 481
College Graduates
Has the Golden Age of Higher Education Come to an Abrupt End? AIR Forum Paper 1978.
ED 161 362
College Instruction
CAI and Developmental Education.
ED 161 423
Interdisciplinary Studies. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5.
ED 161 247//
Options for the Teaching of Foreign Languages, Literatures, and Cultures.
ED 161 276
College Majors
The Relationship Between Program Cost and Economic Return: The Case of One Public University. AIR Forum Paper 1978.
ED 161 387
Selected Characteristics, Classified & Unclassified (Regular) Students; Community Colleges, Fall 1978.
ED 161 467
Student Enrollment Patterns, 1972-77: A Report Presenting the Enrollment Patterns of Full- and Part-time Students by Entering Class.
ED 161 474
College Mathematics
Case Studies in Applied Mathematics.
ED 161 756
The Development and Evaluation of an Interdisciplinary Cognitive-Affective Approach to General Education Mathematics.
ED 161 766
College Planning
Analysis of the University of the District of Columbia's Consolidated Master Plan Development.
ED 161 323
Comparing Perceived Outcomes of Different Planning Activities. AIR Forum Paper 1978.
ED 161 344
A Conceptual Framework for Identifying and Assessing Needs in Postsecondary Education. AIR Forum Paper 1978.
ED 161 341
The Cost and Value of Marketing Analysis. AIR Forum Paper 1978.
ED 161 346
Critical Mass Academic Planning. AIR Forum Paper 1978.
ED 161 348
A Handbook for Institutional Academic and Program Planning: From Idea to Implementation.
ED 161 327
Multi-Level Information Systems. AIR Forum Paper 1978.
ED 161 379
Predicting Next Year's Resources Short-Term Enrollment Forecasting for Accurate Budget Planning. AIR Forum Paper 1978.
ED 161 383
Presidents' Vital Signs: Implications for Institutional Decision Making. AIR Forum Paper 1978.
ED 161 384
Review of Academic Degree Programs: Striving to Keep Higher Education Viable in a Time of Limited Resources. AIR Forum Paper 1978.
ED 161 390
The Role of Institutional Research in the College and University Marketing Process. AIR Forum Paper 1978.
ED 161 391
Strategic Decision Making in Colleges and Universities. AIR Forum Paper 1978.
ED 161 395
College Preparation
College Without Fear: Preparing Students for the Predictable Crises of Post-Secondary Experience.
ED 160 957
College Programs
Analysis of a Major Body of Institutional Research Studies Conducted in the Northeast, 1972-1977: Implications for Future Research.
ED 161 328
Canadian Universities and Colleges. Amended Version. Reference Papers. No. 106.
ED 161 321
A Study of the Rowland Scholar Program at Clark College.
ED 161 697
College Role
Education and Work in the Future.
ED 161 504
Guidelines for a New Model of University Administration. AIR Forum Paper 1978.
ED 161 361
College School Cooperation
Institutional Research as a Service Function of Higher Education: A Consortium Arrangement with Public School Districts. AIR Forum Paper 1978.
ED 161 370
Reconciling the Differences: Partnerships in Teacher Preparation Programs.
ED 161 071
College Students
The Changing Health Knowledges of College Students.
ED 161 843
Community College Enrollment: Trends and Implications. AIR Forum Paper 1978.
ED 161 342
Effect of Previous Agricultural Mechanics Training on Achievement in a Basic Metals and Welding Course at Iowa State University.
ED 160 774
Perceptions of Sorority and Fraternity Rush. Survey Report. Student Life Research Service.
ED 161 322
The Reported Impact of Women's Studies Courses on Students' Lives.
ED 160 944
Research Project on Students and Collective Bargaining. Final Report, Year One.
ED 161 313
Role Models and Career Salience in Older Female College Students in Psychology.
ED 160 935
Sex Differences in the Career Decision-Making Process. Final Report.
ED 160 833
Student Learning in the Open University The Provision of Diversity in a Distance Education System. AIR Forum Paper 1978.
ED 161 396
The Student Personnel Worker as Teacher: Fostering Moral Devlopment in College Women.
ED 160 930
To Search or Not to Search!
ED 160 936
The Uses of Student Market Segmentation Techniques in College Recruitment. AIR Forum Paper 1978.
ED 161 402
College Teachers
Concerns of Women in Educational Research and Development at Three Stages of Professional Development: Student Years, Early Postdoctoral Years, and Intermediate Professional Years. Research Memorandum.
ED 161 317
Validation of an Item Classification Scheme for a Student Rating Item Catalog.
ED 161 883
Colonial History (United States)
Walking Through History. The Seaports of Black Rock and Southport.
ED 161 780
Colonialism
Education for International Development: Problems for Planned Change. A Presentation in the College of Education Dialogue Series, New Mexico State University.
ED 161 598
Coloring Books
A Coloring Book of Contributions from the Original People of the Americas.
ED 161 575//
Committee on the Undergraduate Program in Math
Case Studies in Applied Mathematics.
ED 161 756
Communication (Thought Transfer)
Building a Career-Oriented Communication Curriculum.
ED 161 097
Communication Arts in the Ancient World.
ED 161 108//
Conflicting Compelling Interests: Notes toward a Communication Approach to Censorship of Sexually Explicit Material.
ED 161 040
Ecological and Paradoxical Interventions with Couples.
ED 160 951
George H. Morrison A Scottish Edwardian Preacher?
ED 161 105
Intercultural Communication and the Concept of Marginality.
ED 161 093
The Mass Communication Theories'' of the Muckrakers.
ED 161 030
Moves toward a Cognitive Grammar'': Some Implications of Linking Grammar with Cognitive Representation.
ED 161 091
Speech Communication and Communication Processes: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' June through July 1978 (Vol. 38 No. 12 through Vol. 39 No. 1).
ED 161 107
Thematic Issue: International/Intercultural Communication.
ED 161 103
The Use of Gestures in Consecutive Interpretation.
ED 161 273
What to Say'' and What Not to Say'' to the Sudden Infant Death Syndrome Parent.
ED 161 111
Communication Problems
An Evaluation of the Hearing and Speech Agency Infant-Parent Program.
ED 161 234
Final Report on Hearing and Speech Agency Infant-Parent Project (Program Performance Report for Handicapped Children's Early Education Project). July 1, 1976 Through June 30, 1977.
ED 161 229
The Ineffable: An Examination of the Limits of Expressibility and the Means of Communication.
ED 161 092
Communication Research
Language, Speech, and Communication Skills Training: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' January through June 1978 (Vol. 38 Nos. 7 through 12).
ED 161 101
On Getting Published: An Editor's Perspective.
ED 161 102
Speech Communication and Communication Processes: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' April and May 1978 (Vol. 38 Nos. 10 and 11).
ED 161 109
Speech Communication and Communication Processes: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' June through July 1978 (Vol. 38 No. 12 through Vol. 39 No. 1).
ED 161 107
Communication Satellites
Educational Considerations.
ED 161 454
Communication Skills
Aspects of Communicative Competence: The Effect of Situation upon the Oral Language of Adults with Different Reading and Writing Proficiencies.
ED 161 023
Attachment in Preschool Deaf Children.
ED 161 238
Building a Career-Oriented Communication Curriculum.
ED 161 097
Communication Training for Couples: A Comparative Study.
ED 160 914
Compilation of a Communication Skills Lexicon Coded with Linguistic Information. Technical Report No. 58.
ED 161 041
Effective Groups: Guidelines for Participants. Keys to Community Involvement Series: 9.
ED 161 125
An Interdisciplinary Program in Technical Communications: Problems Encountered.
ED 161 062
Language, Speech, and Communication Skills Training: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' January through June 1978 (Vol. 38 Nos. 7 through 12).
ED 161 101
A Preliminary Investigation of Communication Skills among Rural Hawaiian Children. Technical Report No. 73.
ED 161 087
Thematic Issue: International/Intercultural Communication.
ED 161 103
Things to do to Build Communication and Trust.
ED 160 927
Communication Skills Program
Communication Training for Couples: A Comparative Study.
ED 160 914
Communications
A Chart Book of Indicators of Scientific and Technical Communication in the United States.
ED 161 430
Communicative Competence (Languages)
Communication and Beyond. The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9.
ED 161 258//
Notional Syllabuses: Theory into Practice. L'enseignement de la competence de communication en langues secondes. Actes du colloque de la Commission interuniversitaire suisse de linguistique appliquee. Bulletin CILA (The Teaching of Communicative Competence in Second Languages. Acts of the Colloquium of the Swiss Interuniversity Commission for Applied Linguistics. CILA Bulletin).
ED 161 295
Testing: A Vital Connection. The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9.
ED 161 264//
Community Agencies (Public)
Building Black-Controlled Family Agencies: Benefits and Impediments.
ED 162 016
Partnership for Rural Improvement. Annual Report, 1977-78 for the W.K. Kellogg Foundation, Battle Creek, Michigan.
ED 161 571
Community Attitudes
Applications of Social Psychology in Police-Community Relations.
ED 160 955
Community Standards and Their Misperception: A Local Public Opinion Poll on Pornography.
ED 161 090
Community Benefits
Elements of an Economic Impact Study (Or Building on the ACE Model). AIR Forum Paper 1978.
ED 161 353
Community Change
Walking Through History. The Seaports of Black Rock and Southport.
ED 161 780
Community Characteristics
The Hollins Branch Library and its Community: An Analysis of Available Data.
ED 161 439
Information Resources: An Analysis of Community Needs and an Evaluation of Library Services in Chatham and Alamance Counties.
ED 161 438
SCDC Spanish Curricula Units. Social Science Strand, Unit 7, Grade 3, Supplement & Ditto Packet.
ED 161 642
SCDC Spanish Curricula Units. Social Science Strand, Unit 7, Grade 3, Teacher's Guide Multi-Ethnic Edition.
ED 161 641
SCDC Spanish Curricula Units. Social Science Strand, Unit 8, Grade 3, Supplement & Ditto Packet.
ED 161 655
SCDC Spanish Curricula Units. Social Science Strand, Unit 8, Grade 3, Teacher's Guide Multi-Ethnic Edition.
ED 161 654
Community Colleges
Community College Enrollment: Trends and Implications. AIR Forum Paper 1978.
ED 161 342
The Invisible Wall: A Report on the Status of the Rural Community College in America.
ED 161 581
Report on a Pilot Project in Performance Funding. AIR Forum Paper 1978.
ED 161 388
Community Development
Partnership for Rural Improvement. Annual Report, 1977-78 for the W.K. Kellogg Foundation, Battle Creek, Michigan.
ED 161 571
Community Education
Planning and Assessment in Community Education.
ED 161 165//
Training Consumer Educators: A Curriculum and Program Handbook. A Report on the Experience of the Consumer Law Training Center.
ED 160 764
Community Health Services
The School Consultant As Teacher: Preventive Mental Health Curriculum in a Rural Public High School.
ED 160 949
Community Influence
A Community's Struggle for Equal Educational Opportunity: Aspira v. Bd. of Ed. OME Monograph Number Two.
ED 162 034
Community Involvement
Access and Legitimacy in School-Community Relations.
ED 161 162
A Charter for Improved Rural Youth Transition.
ED 161 568
Community Groups: Keeping Them Alive & Well. Keys to Community Involvement Series: 1.
ED 161 117
Community Surveys: Grassroots Approaches. Keys to Community Involvement Series: 13.
ED 161 129
Course of Study: Citizens' Advisory Councils in Education.
ED 160 809
Effective Groups: Guidelines for Participants. Keys to Community Involvement Series: 9.
ED 161 125
Finding the Right'' Information: A Search Strategy. Keys to Community Involvement Series: 12.
ED 161 128
Governing Boards & Community Councils: Building Successful Partnerships. Keys to Community Involvement Series: 6.
ED 161 122
Group Decision Making: Styles & Suggestions. Keys to Community Involvement Series: 2.
ED 161 118
Group Leadership: Understanding, Guiding, & Sharing. Keys to Community Involvement Series: 15.
ED 161 131
Group Progress: Recognizing & Removing Barriers. Keys to Community Involvement Series: 10.
ED 161 126
Growing Up American; Schooling and the Survival of Community.
ED 161 577//
Innovative Opportunities for the Returning Woman.
ED 160 750
Innovative Projects: Making Them Standard Practice. Keys to Community Involvement Series: 7.
ED 161 123
Major School Change Policy. A Model for Community Involvement in Declining Enrollment.
ED 161 137
Measuring and Improving Group Effectiveness. Keys to Community Involvement Series: 11.
ED 161 127
New Hampshire High School Career Education Model. Final Evaluation Report.
ED 160 782
Personal & Professional Development: An Individualized Approach. Keys to Community Involvement Series: 5.
ED 161 121
Perspectives on Public Job Creation. R & D Monograph 52.
ED 160 822
Planning for Change: Three Critical Elements. Keys to Community Involvement Series: 4.
ED 161 120
Problem Solving. A Five-Step Model. Keys to Community Involvement Series: 3.
ED 161 119
Significant Developments in School/Community Interactions. Urban Education: Progress Toward Renewal and Reform.
ED 161 986
Successful Projects: Examining the Research. Keys to Community Involvement Series: 8.
ED 161 124
Using Community-Wide Collaborative Councils for the Professional Development of Vocational Educators.
ED 160 747
Using Consultants: Getting What You Want. Keys to Community Involvement Series: 14.
ED 161 130
Working Effectively with the Community Power Structure.
ED 160 746
50 Ways to Get More Out of Your Advisory Committee.
ED 160 748
Community Language Learning
An Investigation of Counseling Learning/Community Language Learning. Papers in Linguistics, 1974-1977: A Collection of M.A. Papers from Students in the Linguistics Department of Northeastern Illinois University.
ED 161 293
Community Leaders
Governing Boards & Community Councils: Building Successful Partnerships. Keys to Community Involvement Series: 6.
ED 161 122
Group Leadership: Understanding, Guiding, & Sharing. Keys to Community Involvement Series: 15.
ED 161 131
Method Dependent Opinion Leadership: Implications for Ascertainment of Black Community Needs for Public Television Stations.
ED 161 409
Community Organizations
Governing Boards & Community Councils: Building Successful Partnerships. Keys to Community Involvement Series: 6.
ED 161 122
Group Leadership: Understanding, Guiding, & Sharing. Keys to Community Involvement Series: 15.
ED 161 131
Community Programs
Pro-Child: A Child Abuse and Neglect Program. Final Report.
ED 161 216
Pro-Child: A Child Abuse and Neglect Program. Supplement to the Final Report.
ED 161 217
Community Resources
Urban Needs: A Bibliography and Directory for Community Resource Centers.
ED 162 037//
Urban Resources as Educators.
ED 162 014
Community Role
Community Survey on the Status of Women. 2nd Edition.
ED 160 739
Community Schools
Ft. McDowell Indian Community Preschool Program.
ED 161 569
Community Service Programs
Contracting for Correctional Services in the Community. Volume I: Summary.
ED 160 762
Two Community Protective Service Systems: Nature and Effectiveness of Service Intervention.
ED 160 907
Community Services
The Impact of Proposition 13 on Community Services for California Community Colleges.
ED 161 480
Community Study
Information Resources: An Analysis of Community Needs and an Evaluation of Library Services in Chatham and Alamance Counties.
ED 161 438
The Neighborhood Factor in Problem Coping, Help Seeking and Social Support: Research Findings and Suggested Policy Implications.
ED 160 968
Community Surveys
Ascertainment of Community Needs in Jacksonville. Second Annual Survey.
ED 161 408
Community Survey on the Status of Women. 2nd Edition.
ED 160 739
Community Surveys: Grassroots Approaches. Keys to Community Involvement Series: 13.
ED 161 129
The Effects of Media Dependencies on Audience Assessment of Government.
ED 161 028
An Evaluation of Ascertainment Data Collection Methods Appropriate to Rural Areas. Final Report.
ED 161 410
The Filipinos in Mountain View, California: A Census Type, Socioeconomic Survey.
ED 161 995
Method Dependent Opinion Leadership: Implications for Ascertainment of Black Community Needs for Public Television Stations.
ED 161 409
Reading Instruction: Secondary: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' January through June 1978 (Vol. 38 Nos. 7 through 12).
ED 160 997
Comparative Analysis
How the Cold War is Taught: Six American History Textbooks Examined.
ED 161 816
Sentence Combining and Reading.
ED 161 080

Socio-Political Use of Physical Activity in the United States, The Soviet Union and China.
ED 161 858
Urban Ethnic Conflict: A Comparative Perspective. Comparative Urban Studies, Monograph No. 3.
ED 161 994//
Using Comparative Data in the Development of an Investment Needs Model For the State of Michigan. AIR Forum Paper 1978.
ED 161 403
The Wide Range Achievement Test and the Peabody Individual Achievement Test: A Comparative Study.
ED 160 982

Comparative Education
Basic Services for Children: A Continuing Search for Learning Priorities. A Dossier for Initiating a Dialogue Part I, 1978. Experiments and Innovations in Education No. 36.
ED 161 793//
China Since Mao.
ED 161 819
Decision-Making in Educational Systems: The Experience in Three OECD Countries. Country Projects: Synthesis and Evaluation, Volume I.
ED 161 794
Decision-Making in Educational Systems: The Experience in Three O.E.C.D. Countries. Country Reports: Summaries, Volume II.
ED 161 795
Nineteenth Century English Homosexual Teachers: The Up Front and Back Stage Performance.
ED 161 817
Selected Bibliography of Educational Materials: Maghreb, Algeria, Libya, Morocco, Tunisia. Vol. 10, No. 3, 1976.
ED 161 802
Selected Bibliography of Educational Materials: Maghreb, Algeria, Libya, Morocco, Tunisia. Vol. 10, No. 4, 1976.
ED 161 803

Comparative Statistics
Six Single-Administration Reliability Coefficients for Criterion-Referenced Tests: A Comparative Study.
ED 161 929

Comparative Testing
A Study of Reading Errors Using Goodman's Miscue Analysis and Cloze Procedure.
ED 160 980
The Wide Range Achievement Test and the Peabody Individual Achievement Test: A Comparative Study.
ED 160 982

Compensatory Education
Compensatory Education for Preschoolers: A Non-Technical Report on the U.W.O. Preschool Project. Research Bulletin No. 440.
ED 161 555
Guidelines for the Formation and Maintenance of a Consortium: A Resource Manual for Administrators.
ED 161 976

Compensatory Education Programs
Compensatory Education Study. Final Report to Congress from the National Institute of Education.
ED 161 996
Part 22: Biomedical Enrichment Programs for Disadvantaged Secondary Students. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Fifth Congress, Second Session on H.R. 10736.
ED 161 999
Robeson County Compensatory Indian Education Project. Project Evaluation and Final Report.
ED 161 605
Robeson County Indian Education Needs Assessment, FY-79.
ED 161 606
Title I ESEA, Fiscal Year 1976. Commonwealth of Massachusetts.
ED 162 006

Complexity Level
A Methodology for Identifying Biased Achievement Test Items that Removes the Confounding in an Items by Groups Interaction Due to Possible Group Differences in Instructional Level.
ED 161 930

Componential Analysis
Psychometrics, Mathematical Psychology, and Cognition: Confessions of a Closet Psychometrician. Technical Report No. 10.
ED 161 958

Composition (Literary)
An Apology for Logos.''
ED 161 046
Burkeian Invention, from Pentad to Dialectic.
ED 161 029
Correspondence: A Medium Rediscovered.
ED 161 072
Creative Writing in the Classroom: An Annotated Bibliography of Selected Resources (K-12).
ED 161 038
Journal Writing Across the Curriculum.
ED 161 073
Motivating Linguistic Minorities for Reading through Local Authorship.
ED 160 996
The Only Pre-Writing'' That Counts Motivation.
ED 161 039
The Phaedrus,'' Perelman, and the Groundwork for a Theory of Composition.
ED 161 033
The Purpose of the In-Service Program for Graduate Students.
ED 161 056
Writing and Learning Across the Curriculum 11-16.
ED 161 064//

Composition Process
An Apology for Logos.''
ED 161 046
Theoretical Issues in the Process-Product Controversy.
ED 161 034

Composition Skills (Literary)
Assignments that Succeed: A Case Approach to Composition.
ED 161 060
The Celluloid Critic and the Student of Composition.
ED 161 061
Curriculum Guide for Junior High School English (Grades 7, 8, and 9). Revised Draft.
ED 161 076
Error Analysis: How to Translate It into Positive Teaching.
ED 161 044
Instruction First, Writing Later.
ED 161 032
Journal Writing Across the Curriculum.
ED 161 073
The Only Pre-Writing'' That Counts Motivation.
ED 161 039
Ordinary Language Philosophy and Composition.
ED 161 047
SCDC Spanish Curricula Units. Language Arts, Unit 6, Grade 2, Teacher's Guide.
ED 161 629
Theoretical Issues in the Process-Product Controversy.
ED 161 034
What Psychology and Special Education Have to Share with Teachers of Writing.
ED 161 074
Writing to Be Read.
ED 161 063

Comprehension Development
Improving Children's Prose Comprehension: Selected Strategies That Seem to Succeed. Theoretical Paper No. 72.
ED 160 975
Language Games-An Important Component of the Reading Program.
ED 160 977

Comprehensive Programs
Plan for Comprehensive Vocational, Technical and Adult Post-Secondary Education Services to Wisconsin through 1980.
ED 160 811

Computation
Ideas for Strengthening Mathematics Skills.
ED 161 730

Computer Assisted Instruction
Approaches to Validation of Criterion-Referenced Tests and Computer-Based Instruction in a Military Project.
ED 161 434
CAI and Developmental Education.
ED 161 423
CAI Terminal Characteristics.
ED 161 413
CBES An Efficient Implementation of the Coursewriter Language.
ED 161 418
Computer Based Education for Developing Educational Systems.
ED 161 416
Computer-Based Recognition of Perceptual Patterns in Harmonic Dictation Exercises.
ED 161 411
Computers for Learning: The Uses of Computer-Assisted Instruction (CAI) in California Public Schools.
ED 161 433
Electronic Computers for Slate-Board Schools: An Ethnographic Parallel to Steel Axes for Stone-Age Men.
ED 161 414
Empirical Study of Reading and Comprehension as a Function of CRT Display.
ED 161 002
Evaluation of a Three Year Health Sciences PLATO IV Computer-Based Education Project.
ED 161 424
FEHR-Practicum: A Computer-Simulation Approach to Teaching Research and Evaluation Methods.
ED 161 935
MCAID A Generalized Text Driver.
ED 161 420
NATAL-74; First Results.
ED 161 412
PLATO Highlights, Fifth Revision.
ED 161 435
PLATO Music Systems.
ED 161 421
Precision Communication: Interactive Computer Applications in Data-Based Public Relations Programs.
ED 161 031
Project Straight-Talk.
ED 161 422
Report of the Computer Assisted Instruction Project in the Faculty of Nursing at the University of Calgary.
ED 161 419
Status Report on TICCIT 1977-78.
ED 161 468
Strategies for Production and Dissemination of CAI.
ED 161 417

Computer Based Laboratories
CAI and Developmental Education.
ED 161 423

Computer Graphics
CAI Terminal Characteristics.
ED 161 413

Computer Managed Instruction
The Use of Computer-Managed Instruction to Control On-Site, Self-Instructional Training in a Small Systems Customer Environment.
ED 161 415

Computer Oriented Programs
Academic Advising and Counseling: A Computer Assisted Enhancement. AIR Forum Paper 1978.
ED 161 332
Balancing Computer Resources with Institutional Needs. AIR Forum Paper 1978.
ED 161 338
Data Bases at a State Institution Costs, Uses and Needs. AIR Forum Paper 1978.
ED 161 349
National Project III, Elevating the Importance of Teaching. Fund Associate's Final Report.
ED 161 312
Precision Communication: Interactive Computer Applications in Data-Based Public Relations Programs.
ED 161 031
The University of Tennessee at Chattanooga Computer Services Plan.
ED 161 431

Computer Programs
CBES An Efficient Implementation of the Coursewriter Language.
ED 161 418
A Methodology for Designing High Level Computer Input Systems for Mathematical Programming Models. Industrial and Systems Engineering Report Series No. J-78-16.
ED 161 692
Sam A Story Understander. Research Report No. 43.
ED 161 024
Tailor-APL: An Interactive Computer Program for Individual Tailored Testing. Technical Report No. 5.
ED 161 886

Computer Science
Computer Science: A Dissertation Bibliography.
ED 161 668
Computer Science: A Dissertation Bibliography - Supplement One.
ED 161 669
Mathematics Unipac. Computers.
ED 160 868

Computer Testing
The Use of Computer-Managed Instruction to Control On-Site, Self-Instructional Training in a Small Systems Customer Environment.
ED 161 415

Computers
Balancing Computer Resources with Institutional Needs. AIR Forum Paper 1978.
ED 161 338
A Methodology for Designing High Level Computer Input Systems for Mathematical Programming Models. Industrial and Systems Engineering Report Series No. J-78-16.
ED 161 692

Concept Formation
The Effects of Inductive-Deductive Teaching Methods and Field-Dependence-Independence Cognitive Style Upon Student Achievement in Mathematics.
ED 161 700
Significant Other Influence, Career Choice and Achievement: Selective Theoretical and Conceptual Approaches. Research and Development Series No. 111.
ED 160 742

Concept Teaching
An Investigation of Consumer Education Course Content and Methodology and Related Needs of Consumer Education Teachers in Missouri. Final Report.
ED 160 887

Conceptual Schemes
Identifying and Reporting Child Abuse: A Model Policy and Rules.
ED 161 196
Production Deficiency of Labeling Skills in a Prereading Letter Discrimination Task. Technical Report No. 37.
ED 161 020
Sam A Story Understander. Research Report No. 43.
ED 161 024
Some Instructional Implications from a Mathematical Model of Cognitive Development.
ED 161 927

Conference Reports
Career Education Programming for the Handicapped: Cooperative Personnel Preparation. Final Report.
ED 161 178
Intergovernmental Conference on Environmental Education Organized by UNESCO in Co-operation with UNEP (Tbilisi, USSR, 14-26 October 1977). Final Report.
ED 161 711//
Paying for Pollution: Water Quality and Effluent Charges. Proceedings from a Conference (Chicago, Illinois, May 19, 1977).
ED 161 703
Speaking Out: The Use of Tests in the Policy Arena. Proceedings of the New Jersey Conference.
ED 161 926
Toward an Action Plan: Report on the Intergovernmental Conference on Environmental Education.
ED 161 712
The Value of Information: Collection of Papers Presented at 6th Mid-Year Meeting of the American Society for Information Science.
ED 161 455
A Working Conference on Science Education for Handicapped Students: Proceedings (April 3-5, 1978).
ED 161 714

Confidential Records
Access to Medical Records.
ED 161 094
Adult Individual Criminal Records and the News Media: Inherent Problems for Access and Privacy.
ED 161 043

Confidentiality
Access to Medical Records.
ED 161 094
Personal Privacy in an Information Society: What are the Trade-Offs? Insights into Consumer Issues.
ED 161 825
Report from the United States: The Privacy Act of 1974 and the Social Sciences Need for Access to Data.
ED 161 785

Confirmative Evaluation
Uses and Abuses of Evaluation in Continuing Education Programs: On the Frequent Futility of Formative, Summative, and Justificative Evaluation.
ED 160 734

Conflict
Anger in Everyday Life: When, Where, and With Whom?
ED 160 966
The Conditions of Ethnic Separatism: The Kurds in Turkey, Iran, and Iraq.
ED 161 813
Implications of an Alternative Social Reform Paradigm for Educational Evaluation.
ED 161 916
Urban Ethnic Conflict: A Comparative Perspective. Comparative Urban Studies, Monograph No. 3.
ED 161 994//

Conflict Resolution
Innovative Projects: Making Them Standard Practice. Keys to Community Involvement Series: 7.
ED 161 123
Problem Solving. A Five-Step Model. Keys to Community Involvement Series: 3.
ED 161 119

Conformity
Race and Sex Effects in the Conformity Behavior of Children. Occasional Paper Number 14.
ED 162 044
Relationships Between Psychological Androgyny, Social Conformity, and Perceived Locus of Control.
ED 160 915

Connected Discourse
Sam A Story Understander. Research Report No. 43.
ED 161 024

Connecticut (Hamden)
Task Force on Declining Enrollment. Final Report.
ED 161 145

Connecticut (Hartford)
The Consequences of Objective Reporting: The Case of Redlining'' in Hartford.
ED 161 037

Consecutive Interpretation
The Use of Gestures in Consecutive Interpretation.
ED 161 273

Consensus
Group Decision Making: Styles & Suggestions. Keys to Community Involvement Series: 2.
ED 161 118

Conservation (Environment)
Paying for Pollution: Water Quality and Effluent Charges. Proceedings from a Conference (Chicago, Illinois, May 19, 1977).
ED 161 703

Conservation Education
Energy Conservation Activities for the Classroom K-12.
ED 161 727
National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Private Sector.
ED 161 740

Consonants
The Acquistion of Intervocalic Consonants in Mexican Spanish: A Cross-Sectional Study Based on Imitation Data. Papers and Reports on Child Language Development, No. 9.
ED 161 268

Consortia
Educational Considerations.
ED 161 454
An Evaluation of the Small College Consortium, 1977-78. A Title III Project. Part I: Survey Results.
ED 161 311
Guidelines for the Formation and Maintenance of a Consortium: A Resource Manual for Administrators.
ED 161 976
Institutional Research as a Service Function of Higher Education: A Consortium Arrangement with Public School Districts. AIR Forum Paper 1978.
ED 161 370
New York State Consortium for Career Education. Career Education Program, July 1, 1975-June 30, 1976. Project Performance Report, Volume 1.
ED 160 779
New York State Consortium for Career Education. Career Education Program, July 1, 1975-June 30, 1976. Project Performance Report, Volume 2.
ED 160 780
Targets of Opportunity: Strategies for Managing a Staff Development Consortium.
ED 161 485
Third Party Evaluation Report for the Wisconsin Career Education Consortium, Project No. 554AH50646.
ED 160 787
Wisconsin K-12 Career Education Consortium. Final Project Performance Report. Volume II of Two Volumes.
ED 160 786
Wisconsin K-12 Career Education Consortium. Final Project Performance Report. Volume I of Two Volumes.
ED 160 785

Constitutional Law
Conflicting Compelling Interests: Notes toward a Communication Approach to Censorship of Sexually Explicit Material.
ED 161 040
To Search or Not to Search!
ED 160 936

Construction Needs
Analysis of the University of the District of Columbia's Consolidated Master Plan Development.
ED 161 323
Oversight Hearing on Facility Construction Needs in Puerto Rico. Hearing Before the Subcommittee on Postsecondary Education of the Committee on Education and Labor, House of Representatives, Ninety-Fifth Congress, Second Session.
ED 161 325

Consultants
Handling the Band-Aids and Major Surgery Jobs in Instructional Development: Viva La Difference in Action.
ED 161 432
The School Consultant As Teacher: Preventive Mental Health Curriculum in a Rural Public High School.
ED 160 949
Using Consultants: Getting What You Want. Keys to Community Involvement Series: 14.
ED 161 130

Consultation Programs
Using Consultants: Getting What You Want. Keys to Community Involvement Series: 14.
ED 161 130

Consumer Education
The Doing Book. An Experiential Approach to Consumer Education.
ED 160 773
An Investigation of Consumer Education Course Content and Methodology and Related Needs of Consumer Education Teachers in Missouri. Final Report.
ED 160 887
Managing Change. Penney's Forum, Fall/Winter 1978.
ED 161 810
Personal Privacy in an Information Society: What are the Trade-Offs? Insights into Consumer Issues.
ED 161 825
Training Consumer Educators: A Curriculum and Program Handbook. A Report on the Experience of the Consumer Law Training Center.
ED 160 764

Consumer Protection
Personal Privacy in an Information Society: What are the Trade-Offs? Insights into Consumer Issues.
ED 161 825

Content Analysis
An Investigation of Differential Item Performance by Sex on the Iowa Tests of Basic Skills.
ED 161 933
Toward Reassessment of the Principles Underlying Choice of Vocabulary and Reading Selections in Developmental Reading Programs for the Elementary School.
ED 160 989

Content Reading
Reading in the Content Areas: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' January through June 1978 (Vol. 38 Nos. 7 through 12).
ED 160 995
Taxation: Myths and Realities. A Courses by Newspaper Reader.
ED 161 783//

Contingency Management
The Behavioral Treatment of Obesity in Adolescent Boys.
ED 161 190
The Earned-Time System: A Performance-Based Correctional Management Model.
ED 160 961
Kids in Mental Institutions. Part II. Program 131.
ED 161 209
Managing Children's Behavior for Any and Everyone Faced with the Task: A Training Manual for Behavior Assistants and Mediators.
ED 161 551
Pro-Active Behavior Management.
ED 161 218

Continuous Learning
An Alternative Pattern of Basic Education: Radio Santa Maria. A Study Prepared for the Unesco Institute for Education in Collaboration with the International Educational Reporting Service. An International Bureau of Education Series: Experiments and Innovations in Education, No. 30.
ED 160 768//
Lifelong Learning and Public Policy.
ED 160 859

Control Groups
Control Test Items: A Baseline Measure for Evaluating Achievement.
ED 161 923
Why Do We Need a Control Group? Why Should We Randomize? Some Answers for Evaluative Researchers.
ED 160 924

Conventional Instruction
Selected Attitudes Dealing with Individualized and Traditional Instruction.
ED 160 814

Cooperative Education
An Appraisal of the Industrial Cooperative Education Program Based on Responses from Students and Employers.
ED 161 493
An Appraisal of the Industrial Cooperative Education Program Based on Selected Characteristics of the Students and Their Academic Performance.
ED 161 497

Cooperative Planning
Collaborating in In-Service Education: A Teacher's Perspective. Occasional Paper Number One.
ED 161 853
Coordinated Use of Mass Media for the Development and Delivery of Career Education. Final Report. And A Study of Awareness of and Interest in the Career Education Program in the New Haven Area .
ED 160 794
Field-Based Clinical Inservice Education. Eleventh Cycle Teacher Corps.
ED 161 849
Role and Responsibility of Industry in the Professional Development of Vocational Educators.
ED 160 745
Using Community-Wide Collaborative Councils for the Professional Development of Vocational Educators.
ED 160 747
Working Effectively with the Community Power Structure.
ED 160 746
50 Ways to Get More Out of Your Advisory Committee.
ED 160 748

Cooperative Programs
An Appraisal of the Industrial Cooperative Education Program Based on Responses from Students and Employers. Supplemental Report No. 3: The Women Students.
ED 161 498
Report on the Study of Cooperative Materials Examination Centers for Wisconsin.
ED 161 451

Core Courses
Interdisciplinarity: Policies and Practices. AIR Forum Paper 1978.
ED 161 366

Corporal Punishment
Parental Physical Abuse and Reactions to Suffering in Others.
ED 160 941

Correctional Rehabilitation
Contracting for Correctional Services in the Community. Volume I: Summary.
ED 160 762

Corrective Institutions
Ratings of Job Performance of Georgia Correctional Officers.
ED 160 956

Cost Effectiveness
The Cost and Value of Marketing Analysis. AIR Forum Paper 1978.
ED 161 346
Cost-Effective Position Management: A Training Program for Local VA Management.
ED 160 804
Data Bases at a State Institution Costs, Uses and Needs. AIR Forum Paper 1978
ED 161 349
PERC and NCHEMS: A Comparison. AIR Forum Paper 1978.
ED 161 380
Rate of Return to Southern Maine and Northern Maine Vocational Technical Institutes. AIR Forum Paper 1978.
ED 161 386
The Relationship Between Program Cost and Economic Return: The Case of One Public University. AIR Forum Paper 1978.
ED 161 387
Review of Academic Degree Programs: Striving to Keep Higher Education Viable in a Time of Limited Resources. AIR Forum Paper 1978.
ED 161 390
Vocational and Special Education. Program Review. A Study Conducted on Behalf of the State of Alaska Department of Education Dr. Marshall Lind, Commissioner.
ED 160 735

Cost Indexes
Budget Preparation and Inflation Prediction. AIR Forum Paper 1978.
ED 161 339
Linking Academic Priorities to Resource Decisions. AIR Forum Paper 1978.
ED 161 373

Costs
Impact of Federal Intervention on Higher Education. AIR Forum Paper 1978.
ED 161 364
Self-Study Report by Roosevelt University on the Impact of Government Programs and the Cost of Compliance With Government Regulations for the Sloan Commission on Government and Higher Education.
ED 161 306

Council for Exceptional Children
Exceptional Students in Secondary Schools. A Report from the CEC Invisible College on Learning and Behavioral Problems of Handicapped Students in Secondary School Programs.
ED 161 172

Counseling
An Investigation of Counseling Learning/Community Language Learning. Papers in Linguistics, 1974-1977: A Collection of M.A. Papers from Students in the Linguistics Department of Northeastern Illinois University.
ED 161 293

Counseling Goals
Goal Attainment Scaling: A Primary Method of Treatment and Program Evaluation in Project SAIL - A Special Education Dropout Prevention Program.
ED 161 191
Model for Articulated Counseling Services. Final Report. Research Series No. 49.
ED 160 812

Counseling Learning
An Investigation of Counseling Learning/Community Language Learning. Papers in Linguistics, 1974-1977: A Collection of M.A. Papers from Students in the Linguistics Department of Northeastern Illinois University.
ED 161 293

Counseling Programs
Academic Advising and Counseling: A Computer Assisted Enhancement. AIR Forum Paper 1978.
ED 161 332
Model for Articulated Counseling Services. Final Report. Research Series No. 49.
ED 160 812
Resolution of Misconceptions of Latency and Adolescent Sicklers.
ED 160 943

Counseling Theories
Advocate Counseling and Institutional Racism.
ED 162 005

Counselor Role
College Without Fear: Preparing Students for the Predictable Crises of Post-Secondary Experience.
ED 160 957
Counseling the Hearing Impaired Child in the Public Schools: Techniques and Strategies.
ED 160 912
Third World Students and Counseling: A Selected Bibliography.
ED 160 938
Training Teachers for Parent Conferencing: A New Horizon for the School Counselor.
ED 160 950

Counselors
Staff Development for Student Personnel Services in the Los Angeles Community College District.
ED 161 488

Counties
Urban and Rural Population Change in Wisconsin Counties, 1960 to 1975. Population Series 70-9.
ED 161 602

Couples Communication Program
Communication Training for Couples: A Comparative Study.
ED 160 914

Course Content
Classroom Use of a Verbal Measure of Information Rate: An Exploratory Study.
ED 161 939
Growth of Attitudes, Knowledge, and Skill Required by P.L. 94-142 Among Preservice Teachers.
ED 161 845
Measurement Systems Viewed as Cognitive Structures. Final Report.
ED 161 947
Notional Syllabuses: Theory into Practice. L'enseignement de la competence de communication en langues secondes. Actes du colloque de la Commission interuniversitaire suisse de linguistique appliquee. Bulletin CILA (The Teaching of Communicative Competence in Second Languages. Acts of the Colloquium of the Swiss Interuniversity Commission for Applied Linguistics. CILA Bulletin).
ED 161 295
Trade Masonry Syllabus.
ED 160 815

Course Descriptions
Course of Study: Citizens' Advisory Councils in Education.
ED 160 809
The Development and Evaluation of an Interdisciplinary Cognitive-Affective Approach to General Education Mathematics.
ED 161 766
Family Oriented Field Experience in Geography.
ED 161 800
Options for the Teaching of Foreign Languages, Literatures, and Cultures.
ED 161 276

Course Evaluation
Classroom Use of a Verbal Measure of Information Rate: An Exploratory Study.
ED 161 939
The Developmental Testing of A101: A Follow-up Study.
ED 161 446
FEHR-Practicum: A Computer-Simulation Approach to Teaching Research and Evaluation Methods.
ED 161 935
How to Make the Most Out of Course Evaluation Forms.
ED 161 320
Long-Term Stability of Students' Evaluations: A Longitudinal Study. AIR Forum Paper 1978.
ED 161 376
National Project III, Elevating the Importance of Teaching. Fund Associate's Final Report.
ED 161 312
Student Learning in the Open University The Provision of Diversity in a Distance Education System. AIR Forum Paper 1978.
ED 161 396

Validation of an Item Classification Scheme for a Student Rating Item Catalog.
ED 161 883

Course Organization

Notional Syllabuses: Theory into Practice. L'enseignement de la competence de communication en langues secondes. Actes du colloque de la Commission interuniversitaire suisse de linguistique appliquee. Bulletin CILA (The Teaching of Communicative Competence in Second Languages. Acts of the Colloquium of the Swiss Interuniversity Commission for Applied Linguistics. CILA Bulletin).
ED 161 295

Course Withdrawal

Withdrawal Policies of Michigan's Public Community Colleges.
ED 161 494

Courses

Developmental Draft for Regents Chemistry Syllabus.
ED 161 752

Coursewriter III

CBES An Efficient Implementation of the Coursewriter Language.
ED 161 418

Court Cases

Because It Is Right Educationally. A Ten-Year Report. Principles Governing Massachusetts Board of Education Integration Policy Decisions, 1965-1975.
ED 162 019

Mental Retardation and the Law: A Report on Status of Current Court Cases. July 1978.
ED 161 180

What Happens After Arrest? A Court Perspective of Police Operations in the District of Columbia.
ED 160 925

Court Litigation

Banned Books; 387 B.C. to 1978 A.D.
ED 161 065/

Mental Retardation and the Law: A Report on Status of Current Court Cases. July 1978.
ED 161 180

Courts

How Nonmetropolitan Daily Newspapers Cover Courts in Minnesota.
ED 161 067

Liberty and Justice for All.
ED 161 599

The National Manpower Survey of the Criminal Justice System. Volume Four: Courts.
ED 160 864

Native American Justice Issues in North Dakota.
ED 161 600

Courtship

Stages of Courtship: The Development of Premarital Relationships.
ED 160 964

Creative Activities

Communication and Beyond. The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9.
ED 161 258/

Creative Development

The Bee Hive: The Arts in Early Education.
ED 161 518

Motor Creativity of Preschool Children on the London Trestle Tree Apparatus.
ED 161 851

Nurturing Creative Talent in Early Childhood.
ED 161 531

Creative Dramatics

Drama and Oral Interpretation: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' January through June 1978 (Vol. 38 Nos. 7 through 12).
ED 161 106

Creative Expression

Intermediate SCDC Spanish Curricula Units. Language Arts, Unit 1, Kits 1-4, Supplement & Ditto Packet.
ED 161 597

Intermediate SCDC Spanish Curricula Units. Language Arts, Unit 1, Kit 1-4, Teacher's Guide.
ED 161 596

Creative Writing

Creative Writing in the Classroom: An Annotated Bibliography of Selected Resources (K-12).
ED 161 038

Magazine Writing Today.
ED 161 052/

Vermont Diary: Language Arts in the Open Classroom.
ED 161 055/

Creativity

Apples, Bloom, and Creativity: The ABC's of Reading Alphabet Books.
ED 160 991

Communication and Beyond. The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9.
ED 161 258/

Credibility

A Multivariate Investigation of Perceptual Attributions Concerning Gender Appropriateness in Language.
ED 161 095

Credit Courses

A Model for a Human Potential Seminar in a Small, Private Junior College.
ED 161 503

Credits

Sources of Change in Student Credit Hour Demand in Multi-Unit Colleges and Universities. AIR Forum Paper 1978.
ED 161 392

Creoles

A Preliminary Investigation of Communication Skills among Rural Hawaiian Children. Technical Report No. 73.
ED 161 087

A Study of Cued Free Recall Learning among Rural Hawaiian Children Using Standardized Norms. Technical Report No. 71.
ED 161 022

Criminal Law

Compensating Victims of Violent Crime: Potential Costs and Coverage of a National Program.
ED 160 972

Forcible Rape: Prosecutor Administrative and Policy Issues. Prosecutors' Volume III.
ED 160 970

The National Manpower Survey of the Criminal Justice System. Volume Five: Criminal Justice Education and Training.
ED 160 738

The National Manpower Survey of the Criminal Justice System. Volume Four: Courts.
ED 160 864

The National Manpower Survey of the Criminal Justice System. Volume One: Summary Report.
ED 160 862

The National Manpower Survey of the Criminal Justice System. Volume Six: Criminal Justice Manpower Planning.
ED 160 740

The National Manpower Survey of the Criminal Justice System. Volume Two: Law Enforcement.
ED 160 863

Criminal Records

Adult Individual Criminal Records and the News Media: Inherent Problems for Access and Privacy.
ED 161 043

Criminal Victims

Compensating Victims of Violent Crime: Potential Costs and Coverage of a National Program.
ED 160 972

Criminology

What Happens After Arrest? A Court Perspective of Police Operations in the District of Columbia.
ED 160 925

Criteria

Procedures for Identifying Specific Learning Disabilities.
ED 161 175

Criterion Referenced Tests

Approaches to Validation of Criterion-Referenced Tests and Computer-Based Instruction in a Military Prdject.
ED 161 434

Criterion-Referenced Job Proficiency Testing: A Large Scale Application. Research Report 1193.
ED 161 953

An Empirical Investigation of the ESEA Title I Evaluation Systems' Proposed Variance Estimation Procedures for Use With Criterion Referenced Tests.
ED 161 914

How to Write Criterion-Referenced Tests for Spanish-English Bilingual Programs.
ED 161 281

Item Sampling From Finite Domains of Written Discourse.
ED 161 934

Six Single-Administration Reliability Coefficients for Criterion-Referenced Tests: A Comparative Study.
ED 161 929

Critical Reading

Study Skills and Learning Strategies. Technical Report No. 104.
ED 161 000

Cross Cultural Studies

Socio-Political Use of Physical Activity in the United States, The Soviet Union and China.
ED 161 858

Cross Cultural Training

Empathy for a Second Culture: Motivations and Techniques. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5.
ED 161 251/

Some Reflections on the Role of Linguistics in the Preparation of Bilingual/ Cross-Cultural Teachers. Bilingual Education Paper Series, Vol. 1, No. 12.
ED 161 274

Cross Sectional Studies

An Evaluation of Three Basic Designs for Studying Attrition. AIR Forum Paper 1978.
ED 161 358

Cuba

Children Are the Revolution: Day Care in Cuba.
ED 161 560/

Cued Speech

Cued Speech and Total Communication.
ED 161 187

Cultural Awareness

The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9.
ED 161 255

Cultural Background

Cape Verdeans in America: Our Story.
ED 161 773

Culturally Responsive Early Childhood Education Programs for Non-English Speaking Children.
ED 161 277

SCDC Spanish Curricula Units. Social Science, Unit 10, Grade 3, Supplement & Ditto Packet.
ED 161 618

SCDC Spanish Curricula Units. Social Science, Unit 10, Grade 3, Teacher's Guide.
ED 161 617

Cultural Contributions

A Coloring Book of Contributions from the Original People of the Americas.
ED 161 575/

Cultural Differences

Cognitive Style, Environment and School Achievement: A Cross-Cultural Study. Delta Research Monograph No. 1.
ED 161 983

Program Planning for Culturally Different Minority Students.
ED 162 017

Teaching Tips on Cultural Differences in Vocational Education. A Guidebook of Selected Activities for Teaching Students Who Are Ethnically and/or Culturally Different.
ED 160 767

Cultural Disadvantagement

Educational Planning for the Gifted. Overcoming Cultural, Geographic and Socioeconomic Barriers
ED 161 173

Cultural Education

Empathy for a Second Culture: Motivations and Techniques. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5.
ED 161 251/

The L'' Connection: The Interdependence of Second Language Programs. The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9.
ED 161 263/

Making Crosscultural Connections. The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9.
ED 161 261/

Rural Cultural Houses (A New Approach to Rural Youth Work in Iran).
ED 161 565

SCDC Spanish Curricula Units. Social Science Strand, Unit 9, Grade 3, Teacher's Guide.
ED 161 619

Teaching Tips on Cultural Differences in Vocational Education. A Guidebook of Selected Activities for Teaching Students Who Are Ethnically and/or Culturally Different.
ED 160 767

Cultural Exchange

Cultural Constellations in Translated Children's Literature: Evidence from the Mildred L. Batchelder Award.
ED 161 026

Cultural Factors

Cultural Factors in Learning and Instruction. ERIC/CUE Urban Diversity Series, Number 56.
ED 162 012

The Ethno-Cultural Factor in Mental Health: A Literature Review and Bibliography.
ED 161 963/

The Identification of Texas Anglo, Black and Chicano Child Rearing and Child Care Practices in Relation to Child Care Career Competencies.
ED 161 574

Cultural Interrelationships

Global Concerns for Education.
ED 161 822

Intercultural Communication and the Concept of Marginality.
ED 161 093

Social Work Practice with American Indians. A Schema for the Identification and Inclusion of American Indian Content Into the Social Work Curriculum.
ED 161 563

Cultural Pluralism

Bilingual Education: The National Perspective. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5.
ED 161 246/

Cultural Conformity in Books for Children: Further Readings in Racism.
ED 161 993/

Ethnicity, Race and Human Development; A Report on the State of Our Knowledge.
ED 161 964/

Intercultural Communication and the Concept of Marginality.
ED 161 093

Multiculturalism and Ethnic Attitudes in Canada.
ED 162 029/

Culturally Disadvantaged

Program Planning for Culturally Different Minority Students.
ED 162 017

Culturally Responsive Programs

Culturally Responsive Early Childhood Education Programs for Non-English Speaking Children.
ED 161 277

Culture

Indian Voices on World Order. The Whole Earth Papers, Vol. 1, No. 5, Winter, 1978.
ED 161 799

Culture Free Tests

Reliability and Validity of Alternate Forms of the Dominoes Test (D-48 and D-70).
ED 161 928

Teaching Test-Taking Strategies.
ED 160 929

Curriculum

Developmental Draft for Regents Chemistry Syllabus.
ED 161 752

Equal Rights for Women in Education. Model Policy Statement and Guidelines for Implementation: The Elimination of Bias and Stereotyping on the Basis of Sex in Instructional Materials, Teacher Strategies and Curriculum Content.
ED 161 848

Methods Used for Kindergartens in the State of Kuwait.
ED 161 545

National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Pesticides.
ED 161 737

National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Solid Waste.
ED 161 742

Social Work Practice with American Indians. A Schema for the Identification and Inclusion of American Indian Content Into the Social Work Curriculum.
ED 161 563

Curriculum Design

A Competency Based Human Relations Program Curriculum Model.
ED 161 450

Comprehensive Career Guidance. Career Guidance Curriculum. Staff Development K-6.
ED 160 844

The Development of a Competency Based Teacher Education Curriculum Model. Final Report.
ED 160 744

Growth of Attitudes, Knowledge, and Skill Required by P.L. 94-142 Among Preservice Teachers.
ED 161 845

Interdisciplinarity: Policies and Practices. AIR Forum Paper 1978.
ED 161 366

Interdisciplinary Studies. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5.
ED 161 247//

Responding to Today's Issues. The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9.
ED 161 260//

Toward Competency Based Learning in Organizational Behavior. Final Report.
ED 161 314

Curriculum Development

Career Education Demonstration Project for American Indian Children. Final Report.
ED 160 777

The Competency-Based Curriculum: Developing a Mosaic. Educational Forum Proceedings (Dunbar Senior High School, District of Columbia, April 7-8, 1978).
ED 161 143

A Course in Death Education as a Factor In Influencing Attitudes Toward Death of Juniors Enrolled in a Parochial High School.
ED 160 953

A Curriculum Guide for Power Technology, Grades 9-12.
ED 160 765

Death Education: An Overview.
ED 161 867

Description of the KEEP Reading Curriculum, 1975-76. Technical Report No. 43.
ED 161 021

Eliminating Sexism: Rewriting the Scripts. An Informational Guide to Sex Stereotyping, Sex Bias and Sex Discrimination. Instructor's Manual.
ED 160 753

Evaluation of Funded Projects for Development of Vocational Instructional Materials (Conclusion of Two Year Project). Final Report. Vocational-Technical Education Research Report, Volume 15, Number 12.
ED 160 828

Evaluation of the South Dakota Career Education Project. A Technical Report.
ED 160 784

Evaluation of USMES Implementation Projects. Evaluation Report.
ED 161 915

Geographers as Planners: What Skills Does the Job Require.
ED 161 806

Greenwood Career Education Project. Final Project Performance Report.
ED 160 800

Handling the Band-Aids and Major Surgery Jobs in Instructional Development: Viva La Difference in Action.
ED 161 432

Job Title Analysis for Selected Job Titles in Horticulture. Final Report.
ED 160 889

Many Learners, Many Goals, Many Curricula. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5.
ED 161 245//

Maximizing Information from Implementation of Innovative Courses.
ED 161 688

New Hampshire High School Career Education Model. Final Evaluation Report.
ED 160 782

Options for the Teaching of Foreign Languages, Literatures, and Cultures.
ED 161 276

Report of the Computer Assisted Instruction Project in the Faculty of Nursing at the University of Calgary.
ED 161 419

Report on the Development of a Close Range Photogrammetry (CRP) Educational Technician Program (Museum and Archive Use).
ED 161 704

Research and Development Needs for the Advancement of Teacher Education. Research Series No. 8.
ED 161 859

The School Consultant As Teacher: Preventive Mental Health Curriculum in a Rural Rublic High School.
ED 160 949

South Dakota Career Education Project: A Sequential Demonstration Model in Career Education Coordinating the Efforts of State Agencies to Effect an Inservice and Curriculum Development Program in Selected School Systems. Final Performance Report.
ED 160 783

Status Report on TICCIT 1977-78.
ED 161 468

The Student Personnel Worker as Teacher: Fostering Moral Devlopment in College Women.
ED 160 930

Toward Civic Responsibility.
ED 161 808

Curriculum Enrichment

A Philosophic Basis for Curriculum Content in Physical Education.
ED 161 844

Curriculum Evaluation

The Camera As An Evaluation and Research Instrument: Snapshots of a Science Curriculum.
ED 161 925

Evaluation of a Three Year Health Sciences PLATO IV Computer-Based Education Project.
ED 161 424

Maximizing Information from Implementation of Innovative Courses.
ED 161 688

School Health Curriculum Project for Southeastern Michigan. Evaluation Report: School Implementation of Program.
ED 161 901

Curriculum Guides

Action and Interaction: An Elementary Library Media Program.
ED 161 437

Curriculum Guide for Junior High School English (Grades 7, 8, and 9). Revised Draft.
ED 161 076

Foster Parent Training Project: Course Outlines. (Revised Edition).
ED 161 515

General High School Mathematics.
ED 161 767

Instructor's Manual for Electrical Apprentice Technical Training. Series No. D (Fourth Year). Revised to Meet 1978 Electrical Code.
ED 160 884

Learning Achievement Packages. Mexican American Studies, English-Spanish.
ED 161 595

Minicourses in Astrophysics, Modular Approach, Vol. I.
ED 161 705

Minicourses in Astrophysics, Modular Approach, Vol. II.
ED 161 706

A System'' for Departmental Evaluation for Promotion Tenure and Assignments.
ED 161 945

Curriculum Problems

The State of Physical Education Curriculum.
ED 161 873

Curriculum Research

The Reported Impact of Women's Studies Courses on Students' Lives.
ED 160 944

Custodial Mentally Handicapped

Habilitation of the Severely and Profoundly Retarded: Volume II. Reports from the Specialized Training Program.
ED 161 171

Predicting Adaptive Behavior from the Bayley Scales of Infant Development.
ED 161 183

Daily Living Skills

Caves to Condos...Food, Shelter, Clothing. Introduction to Practical Arts, Grades 7 and 8. A Non-Sexist Curriculum Guide.
ED 160 871

Family Studies I. Course Objectives, Content Analysis, Supporting Objectives and Content Generalizations.
ED 160 790

Living Skills Center for the Visually Handicapped. Career Education Program Project Performance Reports.
ED 160 795

Dance

Arts for the Handicapped Child. Why?
ED 161 214

Data

Report from the United States: The Privacy Act of 1974 and the Social Sciences Need for Access to Data.
ED 161 785

Data Analysis

Chi Square or K-S? That is the Question.
ED 161 900

The Cost and Value of Marketing Analysis. AIR Forum Paper 1978.
ED 161 346

Integrating Postsecondary Program Planning and Employment Demand. AIR Forum Paper 1978.
ED 161 371

A Methodology for Data Structure Assessment in Higher Education Administration. AIR Forum Paper 1978.
ED 161 377

Using Comparative Data in the Development of an Investment Needs Model For the State of Michigan. AIR Forum Paper 1978.
ED 161 403

Data Bases

The Costs and Benefits of Information: Data-Based Decisions at the Private Institution. AIR Forum Paper 1978.
ED 161 347

Data Bases at a State Institution Costs, Uses and Needs. AIR Forum Paper 1978.
ED 161 349

First Follow-Up Survey. Final Methodological Report. Longitudinal Studies of Educational Effects. National Longitudinal Study of the High School Class of 1972.
ED 161 921

A Methodology for Data Structure Assessment in Higher Education Administration. AIR Forum Paper 1978.
ED 161 377

What Are Data? Museum Data Bank Research Report Number 1.
ED 161 425

Data Collection

Access to Knowledge. Volume II. Data Collection and Analysis: An Appendix to The Report of the Florida Commission on Educational Outreach and Service.
ED 160 737

Alabama Vocational Management Information System. Final Report.
ED 160 888

Data Collection Activities for the Second Follow-Up (August 1974 through June 1975). National Longitudinal Study of the High School Class of 1972. Final Report.
ED 161 919

An Evaluation of Ascertainment Data Collection Methods Appropriate to Rural Areas. Final Report.
ED 161 410

Faculty Productivity: Behavioral Considerations. AIR Forum Paper 1978.
ED 161 359

Multi-Level Information Systems. AIR Forum Paper 1978.
ED 161 379

National Home Start Evaluation: Field Procedures Manual.
ED 161 544

School File Documentation. National Longitudinal Study of the High School Class of 1972.
ED 161 920

A State-National Information Network for Independent Higher Education. AIR Forum Paper 1978.
ED 161 394

Third Party Evaluation Report for the Wisconsin Career Education Consortium, Project No. 554AH50646.
ED 160 787

Data Processing

Are Statewide Data Systems Meeting the Local Institution's Needs? AIR Forum Paper 1978.
ED 161 337

Data Processing Systems for School District Testing Offices. Publication No. 77.41.
ED 161 892

Sam A Story Understander. Research Report No. 43.
ED 161 024

Dating (Social)

Dual-Career Relationships: The College Couple Perspective.
ED 160 939

Stages of Courtship: The Development of Premarital Relationships.
ED 160 964

Day Care Services

Children Are the Revolution: Day Care in Cuba.
ED 161 560//

Day Care and the Public Schools: Profiles of Five Communities.
ED 161 526//

Deaf

Attachment in Preschool Deaf Children.
ED 161 238

Deaf Children

Counseling the Hearing Impaired Child in the Public Schools: Techniques and Strategies.
ED 160 912

A Psycholinguistic Description of Selected Deaf Children Reading in Sign Language.
ED 160 994

Deaf Education

Counseling the Hearing Impaired Child in the Public Schools: Techniques and Strategies.
ED 160 912

Death

A Course in Death Education as a Factor In Influencing Attitudes Toward Death of Juniors Enrolled in a Parochial High School.
ED 160 953

Death Education: An Overview.
ED 161 867

The Ultimate Developmental Task in Adolescent Literature.
ED 161 075

What to Say'' and What Not to Say'' to the Sudden Infant Death Syndrome Parent.
ED 161 111

Death Education

A Course in Death Education as a Factor In Influencing Attitudes Toward Death of Juniors Enrolled in a Parochial High School.
ED 160 953

Decentralization

Implementation of Decentralized School Budgeting.
ED 161 148

Decision Making

Academic Entrepreneurs in University Decision Making. AIR Forum Paper 1978.
ED 161 334

Comparing Perceived Outcomes of Different Planning Activities. AIR Forum Paper 1978.
ED 161 344

The Cost and Value of Marketing Analysis. AIR Forum Paper 1978.
ED 161 346

The Costs and Benefits of Information: Data-Based Decisions at the Private Institution. AIR Forum Paper 1978.
ED 161 347

Decision-Making in Educational Systems: The Experience in Three OECD Countries. Country Projects: Synthesis and Evaluation, Volume I.
ED 161 794

Decision-Making in Educational Systems: The Experience in Three O.E.C.D. Countries. Country Reports: Summaries, Volume II.
ED 161 795

The Effects of School Control Structures on Teacher Perceptions of Autonomy.
ED 161 164

Group Decision Making: Styles & Suggestions. Keys to Community Involvement Series: 2.
ED 161 118

How Do the Parents of the Protestant School Board of Greater Montreal Feel About Their Involvement in Educational Decisions.
ED 161 135

Information Will Not Make You Well. MIS Re-examined. AIR Forum Paper 1978.
ED 161 367

Life Career Planning: Values, Decisions and Goals. Leader's Handbook .
ED 161 852

Locus of Control Change in College Students: A Future Role for Student Development.
ED 161 933

Presidents' Vital Signs: Implications for Institutional Decision Making. AIR Forum Paper 1978.
ED 161 384

Problem Solving. A Five-Step Model. Keys to Community Involvement Series: 3.
ED 161 119

Professional Development and Personality in Religious Clergy.
ED 161 942

Sex Differences in the Career Decision-Making Process. Final Report.
ED 161 833

Strategic Decision Making in Colleges and Universities. AIR Forum Paper 1978.
ED 161 395

A System of Criteria for Evaluating Elementary School Buildings.
ED 161 144

Teachers' Manual for Career Education: Instilling Readiness for Decision-Making.
ED 160 798

Decision Making Skills

Group Decision Making: Styles & Suggestions. Keys to Community Involvement Series: 2.
ED 161 118

In Search of a Job: A Simulation Activity in Occupational Decision-Making. Instructor's Manual.
ED 160 756

Declining Enrollment

Kentucky's Declining School Population.
ED 161 152

Major School Change Policy. A Model for Community Involvement in Declining Enrollment.
ED 161 137

Small Schools and Combined Grades in Finland. Information Bulletin No 3, 1978.
ED 161 564

A System of Criteria for Evaluating Elementary School Buildings.
ED 161 144

Task Force on Declining Enrollment. Final Report.
ED 161 145

Decoding (Reading)

A Cognitive Model of Reading for Elementary School Students.
ED 160 973

Deductive Methods

Instruction First, Writing Later.
ED 161 032

Definitions

Learning Disabilities. Part I. Program 113.
ED 161 206

Problem Definition for Problem Solvers: Applying Rhetorical Theory in Teaching Technical Writing.
ED 161 035

Degree Requirements

Interdisciplinarity: Policies and Practices. AIR Forum Paper 1978.
ED 161 366

Social Work Practice with American Indians. A Schema for the Identification and Inclusion of American Indian Content Into the Social Work Curriculum.
ED 161 563

Delinquents

Violent Youth: Who Are They, Where Do They Belong?
ED 160 958

Delivery Systems

Basic Services for Children: A Continuing Search for Learning Priorities. A Dossier for Initiating a Dialogue Part I, 1978. Experiments and Innovations in Education No. 36.
ED 161 793//

Career Guidance in Georgia. A Program Development Guide.
ED 160 850

Case Management for Children's Protective Services.
ED 160 906

Collaborating in In-Service Education: A Teacher's Perspective Occasional Paper Number One.
ED 161 853

Journal of Human Services Abstracts. Volume 3, Number 3.
ED 160 770

Marketing Plan 1978.
ED 161 486

An Overview of Rural Health Care Research. ED 161 604
Two Community Protective Service Systems: Nature and Effectiveness of Service Intervention. ED 160 907

Delphi Method
Determination of Educational Policy by Futures Research Methods. ED 161 139

Democratic Values
Journalism and the Educational Views of Alexander Meiklejohn. ED 161 027
Journalists and Terrorism: Captives of the Libertarian Tradition. ED 161 070

Demography
Statistics of Educational Attainment and Illiteracy, 1945-1974. Unesco Statistical Reports and Studies, No. 22. ED 160 769
Urban and Rural Population Change in Wisconsin Counties, 1960 to 1975. Population Series 70-9. ED 161 602
The Uses of Student Market Segmentation Techniques in College Recruitment. AIR Forum Paper 1978. ED 161 402
White Flight, Demographic Transition, and the Future of School Desegregation. ED 162 000

Demonstration Programs
Education in Action: 50 Ideas That Work. ED 161 540
Profiles of Successful Innovating Secondary Schools: Associated Network of IGE Middle, Junior, and Senior High Schools and Other Schools with Innovative Programs, 1978. Working Paper No. 231. ED 161 156
Project Overview. ED 161 170
Research, Development and Demonstration Center in Education of Handicapped Children. Final Report. ED 161 201

Demonstration Projects
A First Year Look at the National Diffusion/Adoption Network. Program Highlights. ED 161 865
A Study of Library Cooperatives, Networks and Demonstration Projects. Final Report. Volume II: Case Study Reports: Twelve Projects Supported by the HEA II-B Library Research and Demonstration Program and LSCA III Multitype Library Cooperation and Networking in Ten States. ED 161 406

Dentistry
Effects of Coping and Mastery Modeling on Experienced and Inexperienced Pedodontic Patients' Disruptiveness. ED 161 535

Departments
Departmental Productivity; An Assessment of Current Efforts. AIR Forum Paper 1978. ED 161 350
Interdisciplinary Studies. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5. ED 161 247//
Linking Academic Priorities to Resource Decisions. AIR Forum Paper 1978. ED 161 373

Depression (Psychology)
Depression: A Social or a Mental Health Problem? Implications for the Health of Women. ED 160 931
Volunteer Effectiveness in Counseling Chronically Depressed Women Outpatients. ED 160 903

Developing Institutions
An Evaluation of the Small College Consortium, 1977-78. A Title III Project. Part I: Survey Results. ED 161 311

Developing Nations
Basic Services for Children: A Continuing Search for Learning Priorities. A Dossier for Initiating a Dialogue Part I, 1978. Experiments and Innovations in Education No. 36. ED 161 793//
Computer Based Education for Developing Educational Systems. ED 161 416
Education for International Development: Problems for Planned Change. A Presentation in the College of Education Dialogue Series, New Mexico State University. ED 161 598
Motivating Linguistic Minorities for Reading through Local Authorship. ED 160 996
Peace Corps Handbook, Spring 1977. ACTION Pamphlet No. 4200.7. ED 161 707
Peace Corps Program & Training Journal, Vol. IV, No. 6. ED 161 708
Vocational Training in Latin America: A Comparative Perspective. Monographs on Comparative and Area Studies in Adult Education. ED 160 898
World Population: The Silent Explosion. Department of State Bulletin, Fall 1978. ED 161 760

Development
Peace Corps Program & Training Journal, Vol. IV, No. 6. ED 161 708

Developmental Disabilities
Comparing Ways of Altering Parent-Child Interaction. ED 161 558
Issues in Developmental Disabilities Evaluation and Advocacy. ED 161 185
Phonological Production and Perception in Verbal Autistic, Normal, and Mentally Retarded Subjects. Papers and Reports on Child Language Development, No. 12. ED 161 300

Developmental Programs
The Student Personnel Worker as Teacher: Fostering Moral Devlopment in College Women. ED 160 930

Developmental Psychology
Evaluation of Early Childhood Programs: Toward a Developmental Perspective. ED 161 512

Developmental Stages
Family Studies I. Course Objectives, Content Analysis, Supporting Objectives and Content Generalizations. ED 160 790
Stages of Courtship: The Development of Premarital Relationships. ED 160 964
The Ultimate Developmental Task in Adolescent Literature. ED 161 075

Diagnostic Teaching
School Before Six: A Diagnostic Approach. Volume II (Revised Edition). ED 161 517
School Before Six: A Diagnostic Approach. Volume I (Revised Edition). ED 161 516

Diagnostic Tests
An Individualized Method for Assessing the Learning Disabled'' Child. ED 161 902
Predicting Second Grade Achievement Scores with the Slosson Intelligence Test, Peabody Picture Vocabulary Test, Goodenough-Harris Drawing Test, Developmental Test of Visual Motor and the Metropolitan Readiness Test. ED 161 932

Dialects
A Preliminary Investigation of Communication Skills among Rural Hawaiian Children. Technical Report No. 73. ED 161 087
A Study of Cued Free Recall Learning among Rural Hawaiian Children Using Standardized Norms. Technical Report No. 71. ED 161 022

Dictionaries
Compilation of a Communication Skills Lexicon Coded with Linguistic Information. Technical Report No. 58. ED 161 041

Diet Therapy
Nutrition and Its Effects on the Hyperkinetic Child's Behavior and Learning: A Case Study. ED 161 548

Directed Reading Activity
Activities with Young Adult Periodicals. ED 161 442
Creative Activities with Children's Periodicals. ED 161 441

Directories
Directory of Social Studies/Social Science Service Organizations. Second Edition. ED 161 772
On Campus With Women. ED 162 036
Professional Women's Groups, May 1978. ED 162 035
Urban Needs: A Bibliography and Directory for Community Resource Centers. ED 162 037//

Disadvantaged Environment
Basic Services for Children: A Continuing Search for Learning Priorities. A Dossier for Initiating a Dialogue Part I, 1978. Experiments and Innovations in Education No. 36. ED 161 793//

Disadvantaged Groups
Work Evaluation for Economically and Educationally Disadvantaged Families of Barron County. Final Report. ED 160 763

Disadvantaged Youth
Compensatory Education for Preschoolers: A Non-Technical Report on the U.W.O. Preschool Project. Research Bulletin No. 440. ED 161 555
Identifying Competencies Needed to Train Vocational Teachers to Teach Disadvantaged Students in the Inner Cities of Pennsylvania. ED 160 818
Improving the Verbal Cognitive Skills of Disadvantaged Preschool Children Through the Arts. Project Termination Report. ED 161 536
Work Evaluation for Economically and Educationally Disadvantaged Families of Barron County. Final Report. ED 160 763
YEDPA and Career Education. ED 160 793

Disarmament
A Preliminary Study of the Obstacles to, the Status of and Potential for Education for the Promotion of Disarmament. Seminar on the Obstacles to Disarmament and the Ways of Overcoming Them (3-7 April 1978). ED 161 789
Women and Peace And Vienna Conference: Women and Disarmament And Women, Power and Alternative Futures, Part I: Women and World Order And Women, Power and Alternative Futures, Part II: Women and Power. The Whole Earth Papers. Vol. 1, No. 6-8, Spring, 1978. ED 161 798

Discipline
Climate for Learning: A Symposium. Creating a Climate for Learning, and the Humanizing Process. The Principal and School Discipline. Curriculum Bulletin Vol. XXXII, No. 341. ED 161 142
Student Rights and Discipline: Policies, Programs, and Procedures. ED 160 926

Disclosure
Access to Medical Records. ED 161 094
Adult Individual Criminal Records and the News Media: Inherent Problems for Access and Privacy. ED 161 043
Elements of Self-Disclosure. ED 161 099

Discourse Analysis
Burkeian Invention, from Pentad to Dialectic. ED 161 029
Discourse Functions of Inversion Constructions. Technical Report No. 98. ED 160 998
Propositions across Utterances and Speakers. Papers and Reports on Child Language Development, No. 12. ED 161 298
Sam A Story Understander. Research Report No. 43. ED 161 024

Discrepancy Evaluation Model
The Discrepancy Evaluation Model: A Strategy for Improving a Simulation and Determining Effectiveness. ED 161 880

Discriminatory Attitudes (Social)
Toward a True Marriage Partnership. ED 161 779

Disease Control
Child Cancer Control. Report on a Working Group. ED 161 554

Display Systems
Multi-Level Information Systems. AIR Forum Paper 1978. ED 161 379

Distributive Education
Distributive Education Programs. A Program Information Publication. ED 160 827

District of Columbia
The Competency-Based Curriculum: Developing a Mosaic. Educational Forum Proceedings (Dunbar Senior High School, District of Columbia, April 7-8, 1978). ED 161 143

Divorce
Real Women, Real Lives. Marriage, Divorce, Widowhood. ED 161 778

Doctoral Degrees
Temporal Adjustment in Academic Labor Markets: Time to Ph.D. AIR Forum Paper 1978. ED 161 397

Doctoral Programs
Minority Admissions and Performance in Graduate Study: A Preliminary Study of Fellowship Programs of the Ford Foundation and the Danforth Foundation. ED 161 979
Toward Competency Based Learning in Organizational Behavior. Final Report. ED 161 314

Doctoral Theses
Agriculture & Agronomy: A Dissertation Bibliography. ED 161 666
Bilingual, Bicultural, and Bidialectal Studies Related to Reading and Communication Skills: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' July through October 1978 (Vol. 39 Nos. 1 through 4). ED 161 083
Business and Organizational Communication: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' January through October 1978 (Vol. 38 No. 7 through Vol. 39 No. 4). ED 161 088
Computer Science: A Dissertation Bibliography. ED 161 668
Computer Science: A Dissertation Bibliography - Supplement One. ED 161 669
Drama and Oral Interpretation: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' January through June 1978 (Vol. 38 Nos. 7 through 12). ED 161 106
Ecology and the Environment: A Dissertation Bibliography. ED 161 665
Health Sciences: A Dissertation Bibliography. ED 161 664
Language Arts Skills and Instruction: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' January through June 1978 (Vol. 38 Nos. 7 through 12). ED 161 081
Language, Speech, and Communication Skills Training: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' January through June 1978 (Vol. 38 Nos. 7 through 12). ED 161 101
Literature, Literary Values, and the Teaching of Literature: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' August and September 1978 (Vol. 39 Nos. 2 and 3). ED 161 089
A Meta-Analysis of Selected Advance Organizer Research Reports from 1960-1977. ED 161 755
Reading Achievement: Characteristics Associated with Success and Failure: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' July through September 1978 (Vol. 39 Nos. 1 through 3). ED 161 015
Reading, Comprehension, and Memory Processes: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' July through September 1978 (Vol. 39 Nos. 1 through 3). ED 161 010
Reading Instruction: Preschool and Elementary: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' July through September 1978 (Vol. 39 Nos. 1 through 3). ED 161 016
Reading Instruction: Secondary: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' January through June 1978 (Vol. 38 Nos. 7 through 12). ED 160 997
Reading in the Content Areas: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' January through June 1978 (Vol. 38 Nos. 7 through 12). ED 160 995
Research in Outdoor Education: Summaries of Doctoral Studies, January, 1978. ED 161 608
Science Education: A Dissertation Bibliography. ED 161 667
Speech Communication and Communication Processes: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' April and May 1978 (Vol. 38 Nos. 10 and 11). ED 161 109
Speech Communication and Communication Processes: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' June through July 1978 (Vol. 38 No. 12 through Vol. 39 No. 1). ED 161 107
Testing and Evaluation in Reading: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' May through September 1978 (Vol. 38 No. 11 through Vol. 39 No. 3). ED 161 005
Uses and Effects of Television and Other Mass Media: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' July through September 1978 (Vol. 39 Nos. 1 through 3). ED 161 110
Written Language and Writing Abilities: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' January through April 1978 (Vol. 38 Nos. 7 through 10). ED 161 082

Documentation
Overcoming the Language Barrier. Third European Congress on Information Systems and Networks, Vol. 1. ED 161 280//

Dominoes Test
Reliability and Validity of Alternate Forms of the Dominoes Test (D-48 and D-70). ED 161 928

Drama
Arts for the Handicapped Child. Why? ED 161 214
Drama and Oral Interpretation: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' January through June 1978 (Vol. 38 Nos. 7 through 12). ED 161 106

Dropout Research
An Evaluation of Three Basic Designs for Studying Attrition. AIR Forum Paper 1978. ED 161 358
Non-Returning Students, Spring 1978. ED 161 473

Dropouts
Goal Attainment Scaling: A Primary Method of Treatment and Program Evaluation in Project SAIL - A Special Education Dropout Prevention Program. ED 161 191

Drug Abuse
Highlights from Drug Use Among American High School Students 1975-1977. ED 160 969

Drug Education
Things to do to Build Communication and Trust. ED 160 927

Drug Therapy
Depression: A Social or a Mental Health Problem? Implications for the Health of Women. ED 160 931
Kids in Mental Institutions. Part II. Program 131. ED 161 209

Due Process
Due Process in Special Education: A Step-by-Step Resource Manual for Hearing Officers. ED 161 174
Liberty and Justice for All. ED 161 599
Native American Justice Issues in North Dakota. ED 161 600
Student Rights and Discipline: Policies, Programs, and Procedures. ED 160 926

Dyadic Communication
Elements of Self-Disclosure. ED 161 099

Early Childhood Education
Culturally Responsive Early Childhood Education Programs for Non-English Speaking Children. ED 161 277
Evaluation of Early Childhood Programs: Toward a Developmental Perspective. ED 161 512
Final Report on Hearing and Speech Agency Infant-Parent Project (Program Performance Report for Handicapped Children's Early Education Project). July 1, 1976 Through June 30, 1977. ED 161 229
Ft. McDowell Indian Community Preschool Program. ED 161 569
Home Visitor's Notebook ED 161 521//
Home Visitor's Resource Materials. ED 161 523//
Improving the Verbal Cognitive Skills of Disadvantaged Preschool Children Through the Arts. Project Termination Report. ED 161 536
Memos and Resource Lists from ERIC/ECE: 1978. ED 161 520
Parent's Notebook. ED 161 522//
PEECH OUTREACH (A Program for Early Education of Children with Handicaps) 1977-78 Final Report. ED 161 204
Product Listing. An Annotated Bibliography of Materials Developed by Eastern HCEEP Programs. ED 161 225
ToyBrary: A Toy Lending Library for Parents and Children. ED 161 228

Earth Science
Apollo-Soyuz Pamphlet No. 4: Gravitational Field. Apollo-Soyuz Experiments in Space. ED 161 720
Apollo-Soyuz Pamphlet No. 5: The Earth from Orbit. Apollo-Soyuz Experiments in Space. ED 161 721
Australian Item Bank Program: Science Item Bank. Book 2: Earth Sciences and Chemistry. ED 161 910//
Mars: The Viking Discoveries. ED 161 728
What On Earth? Teacher's Guide. An Instructional Television Series for Eighth-Grade Earth Science. ED 161 761

Eastern College PA
The Human Dimension: Balancing People Needs and Resources. AIR Forum Paper 1978. ED 161 363

Ecology
Ecology and the Environment: A Dissertation Bibliography. ED 161 665
National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Composite II (Education/Ecology). ED 161 734

Economic Development
Walking Through History. The Seaports of Black Rock and Southport. ED 161 780

Economic Disadvantagement
Educational Planning for the Gifted. Overcoming Cultural, Geographic and Socioeconomic Barriers ED 161 173
Poverty and the Distribution of Mental Health Resources: Rural-Urban Comparisons. Scientific Article No. A2748, Contribution No. 5508 of the Maryland Agricultural Experiment Station. ED 161 601
Real Women, Real Lives. Marriage, Divorce, Widowhood. ED 161 778
Toward a True Marriage Partnership. ED 161 779

Economic Education
Research on Economic Education: Is It Asking the Right Questions? Discussion Paper No. 510-78. ED 162 048

Economic Factors
The Earnings of Males and Marital Disruption. Discussion Paper No. 504-78. ED 162 046
Elements of an Economic Impact Study (Or Building on the ACE Model). AIR Forum Paper 1978. ED 161 353
Poverty and Health: Economic Causes and Consequences of Health Problems. ED 162 008//
Should the Federal Government Implement a Program Which Guarantees Employment Opportunities for All U.S. Citizens in the Labor Force? Inter-Collegiate Debate Topic, 1978-1979, Pursuant to Public Law 88-246. ED 160 900

Economic Research
Elements of an Economic Impact Study (Or Building on the ACE Model). AIR Forum Paper 1978. ED 161 353
Municipal Overburden in New Jersey: An Assessment. New Jersey Urban Education Research Reports No. 2. ED 161 114
Rate of Return to Southern Maine and Northern Maine Vocational Technical Institutes. AIR Forum Paper 1978. ED 161 386

Economic Status
Final Report. Ethnic Minorities in American Labor Markets. ED 161 788
The State of Black America, 1978. ED 161 970

Economically Disadvantaged
Poor Administration of the 1977 Summer Program for Economically Disadvantaged Youth in New York City. ED 161 997

Editing
On Getting Published: An Editor's Perspective. ED 161 102

Educable Mentally Handicapped
A Review of Related Literature Concerning Components of Systems and Studies That Impact on Identification and Selection of EMRs and Slow Learners for Vocational Programs. ED 160 817

Education and Work
Integrating Postsecondary Program Planning and Employment Demand. AIR Forum Paper 1978. ED 161 371
Job Related Measures of Educational Effectiveness. AIR Forum Paper 1978. ED 161 372
Towards Measuring the Success of Occupational Education. AIR Forum Paper 1978. ED 161 399

Education for All Handicapped Children Act
Due Process in Special Education: A Step-by-Step Resource Manual for Hearing Officers. ED 161 174
Procedures for Identifying Specific Learning Disabilities. ED 161 175

Educational Accountability
The Florida Accountability Program: An Evaluation of Its Educational Soundness and Implementation. ED 161 954
How Good Is Your Teacher? Options in Education Transcript: Program No. 134. ED 161 854
Remarks: What Parents Ought to Know/Be Told About Our Schools''. ED 161 899
Report on a Pilot Project in Performance Funding. AIR Forum Paper 1978. ED 161 388
Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5. ED 161 243
Une Recette d'Apprentisage: Administrator Accountability and the Correlates of Student Achievement. ED 161 167
Vocational and Special Education. Program Review. A Study Conducted on Behalf of the State of Alaska Department of Education Dr. Marshall Lind, Commissioner. ED 160 735

Educational Administration
Development of an Inventory of Fiscal Competencies for Colorado Postsecondary Academic Administrators. AIR Forum Paper 1978. ED 161 351
Information Strategies for an Institutional Planning Process. AIR Forum Paper 1978. ED 161 368
Management Analysis in the Chicago Public Schools. ED 161 968
Presidents' Vital Signs: Implications for Institutional Decision Making. AIR Forum Paper 1978. ED 161 384
Procedures for Developing Policy for Nursery Schools and Day Care Centers: Educational Policy Systems. ED 161 549
State of the District. ED 161 465
Washington State System of Community Colleges. ED 161 479

Educational Alternatives
Education for International Development: Problems for Planned Change. A Presentation in the College of Education Dialogue Series, New Mexico State University. ED 161 598
Education in Action: 50 Ideas That Work. ED 161 540
The Education of Gifted and Talented - A Basic Overview. ED 161 223

Educational Assessment
Analysis of a Major Body of Institutional Research Studies Conducted in the Northeast, 1972-1977: Implications for Future Research. ED 161 328
Changes in Social Studies Performance, 1972-76. Selected Results from the Second Assessment of Social Studies. ED 161 791
The Educational Environment. Leader's Handbook . ED 160 854
An Empirical Investigation of the ESEA Title I Evaluation Systems' Proposed Variance Estimation Procedures for Use With Criterion Referenced Tests. ED 161 914
The Enduring Effects of Education. ED 161 051//
Evaluation as Story: The Narrative Quality of Educational Evaluation. ED 161 924
Evaluation in Extension. ED 161 885
Evaluation of Implementation Projects Supported by the National Science Foundation. Research Paper No. 17. ED 161 683
Interpretive Manual. The First Report of the 1977-78 Michigan Educational Assessment Program. ED 161 949
Job Related Measures of Educational Effectiveness. AIR Forum Paper 1978. ED 161 372
Kentucky Educational Assessment Program 1976. State Summary. ED 161 936
Maximizing Information from Implementation of Innovative Courses. ED 161 688
The Multiple Role of Oral Language Assessment: Language Status, Research, and Curriculum Development. ED 161 058
National Project III, Elevating the Importance of Teaching. Fund Associate's Final Report. ED 161 312
One Year and Four Years Later...1977: A Study of Graduates from 1976 and 1973. ED 161 475
PERC and NCHEMS: A Comparison. AIR Forum Paper 1978. ED 161 380
A Preliminary Study of the Obstacles to, the Status of and Potential for Education for the Promotion of Disarmament. Seminar on the Obstacles to Disarmament and the Ways of Overcoming Them (3-7 April 1978). ED 161 789
Program Evaluation Skills for Busy Administrators. ED 161 887
Remarks: What Parents Ought to Know/Be Told About Our Schools''. ED 161 899
Report of the Michigan Educational Assessment Program's External Advisory Panel on Evaluation. ED 161 950
Report on a Pilot Project in Performance Funding. AIR Forum Paper 1978. ED 161 388
Speaking Out: The Use of Tests in the Policy Arena. Proceedings of the New Jersey Conference. ED 161 926
Teaching Test-Taking Strategies. ED 160 929
The Testing of Selected Strategies to Eliminate Sex Bias in Vocational Education Programs. Executive Summary. ED 160 757
The Testing of Selected Strategies to Eliminate Sex Bias in Vocational Education Programs. Final Report. Volume I. Final Technical Report. ED 160 758
The Third Assessment of Science, 1976-77. Released Exercise Set. ED 161 686

Educational Attitudes
Attitudes to Educational Issues: Development of an Instrument. ED 161 877

Educational Benefits
Competency-Based Education Viewed from The System.'' ED 160 732
Has the Golden Age of Higher Education Come to an Abrupt End? AIR Forum Paper 1978. ED 161 362
A Theoretical Framework for Educational Output Measurement. AIR Forum Paper 1978. ED 161 398
Towards Measuring the Success of Occupational Education. AIR Forum Paper 1978. ED 161 399

Educational Change
Analyzing a Force for Change: Discrepancy Between Aspiration and Achievement of Institutional Goals. AIR Forum Paper 1978. ED 161 336
China Since Mao. ED 161 819
Competency-Based Education Viewed from The System.'' ED 160 732
Electronic Computers for Slate-Board Schools: An Ethnographic Parallel to Steel Axes for Stone-Age Men. ED 161 414
Foreign Language Study for a World in Transition. The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9. ED 161 256//
Global Concerns for Education. ED 161 822
Implications of an Alternative Social Reform Paradigm for Educational Evaluation. ED 161 916
The In-Service Education of Teachers. Trends, Processes, and Prescriptions. ED 161 833//
A New Public School Compromise for the Twenty-first Century: New Mechanisms for Formulating Educational Policy. ED 161 814
Planning Urban Education: New Ideas and Techniques to Transform Learning in the City. ED 161 984//

Educational Coordination

Coordinated In-Service Activities for Health Occupations Teachers in Central Pennsylvania. Final Report. Vocational-Technical Education Research Report. Health Occupations, Monograph Number 8. Volume 16, Number 2 (Departmental Classification Number). ED 160 741

Day Care and the Public Schools: Profiles of Five Communities. ED 161 526//

Guidelines for a New Model of University Administration. AIR Forum Paper 1978. ED 161 361

Educational Counseling

Academic Advising and Counseling: A Computer Assisted Enhancement. AIR Forum Paper 1978. ED 161 332

Educational Demand

Admissions-Yield and Persistence Analysis. AIR Forum Paper 1978. ED 161 335

Critical Mass Academic Planning. AIR Forum Paper 1978. ED 161 348

Enrollment Projections When the System Changes. AIR Forum Paper 1978. ED 161 354

Pricing Policy and the College Choice Process. AIR Forum Paper 1978. ED 161 385

Sources of Change in Student Credit Hour Demand in Multi-Unit Colleges and Universities. AIR Forum Paper 1978. ED 161 392

A Theoretical Framework for Educational Output Measurement. AIR Forum Paper 1978. ED 161 398

Educational Development

Analyzing a Force for Change: Discrepancy Between Aspiration and Achievement of Institutional Goals. AIR Forum Paper 1978. ED 161 336

Education in Action: 50 Ideas That Work. ED 161 540

Federally Supported Educational Research, Development, and Implementation: Some Proposals for Policy Change. ED 161 163

State of the District. ED 161 465

Educational Diagnosis

An Individualized Method for Assessing the Learning Disabled'' Child. ED 161 902

Educational Economics

Budget Preparation and Inflation Prediction. AIR Forum Paper 1978. ED 161 339

Elements of an Economic Impact Study (Or Building on the ACE Model). AIR Forum Paper 1978. ED 161 353

Has the Golden Age of Higher Education Come to an Abrupt End? AIR Forum Paper 1978. ED 161 362

Rate of Return to Southern Maine and Northern Maine Vocational Technical Institutes. AIR Forum Paper 1978. ED 161 386

The Relationship Between Program Cost and Economic Return: The Case of One Public University. AIR Forum Paper 1978. ED 161 387

A Theoretical Framework for Educational Output Measurement. AIR Forum Paper 1978. ED 161 398

Educational Environment

The Educational Environment. Leader's Handbook . ED 160 854

A Long-Term Study of the Stability of Learning Environments. Research Paper No. 24. ED 161 685

Educational Equipment

Guidelines for Planning Industrial Education Facilities and Equipment. ED 160 807

Educational Experiments

An Experiment on Social Information Processing Among Teachers. Report No. 243. ED 161 846

Educational Facilities

Guidelines for Planning Industrial Education Facilities and Equipment. ED 160 807

Oversight Hearing on Facility Construction Needs in Puerto Rico. Hearing Before the Subcommittee on Postsecondary Education of the Committee on Education and Labor, House of Representatives, Ninety-Fifth Congress, Second Session. ED 161 325

Educational Finance

Compendium of Selected Data & Characteristics, 1977-78. ED 161 492

The Condition of Kentucky's Independent Colleges, 1971-72 to 1975-76. AIR Forum Paper 1978. ED 161 345

Development of an Inventory of Fiscal Competencies for Colorado Postsecondary Academic Administrators. AIR Forum Paper 1978. ED 161 351

Educational Finance (Primary-Secondary Levels) Bibliography. ED 161 155

An Experience in Financial Health Analysis in Higher Education. AIR Forum Paper 1978. ED 161 357

Fiscal Year 1978 State Funding Claims Processed and Paid by the Illinois Community College Board. ED 161 507

Institutional Responses to Forced Budget Reductions. ED 161 478

Long-Range Financial Planning in Minnesota: Exploring State Level Issues, Problems and Alternatives. AIR Forum Paper 1978. ED 161 375

Predicting Next Year's Resources Short-Term Enrollment Forecasting for Accurate Budget Planning. AIR Forum Paper 1978. ED 161 383

Predicting the Effect of New Jersey's New Educational Funding Law on Local Support for Education. New Jersey Urban Education Research Reports No. 3. ED 161 115

Educational Games

The Discrepancy Evaluation Model: A Strategy for Improving a Simulation and Determining Effectiveness. ED 161 880

Educational Gerontology

The Elderly (Student Book). Value Reasoning Series. ED 161 862//

The Elderly: Teacher's Manual. Value Reasoning Series. ED 161 861//

Educational History

Canadian Universities and Colleges. Amended Version. Reference Papers. No. 106. ED 161 321

Educational Improvement

Description of the KEEP Reading Curriculum, 1975-76. Technical Report No. 43. ED 161 021

Georgia's State Plan for Staff Development. ED 161 852

Guidelines for the Formation and Maintenance of a Consortium: A Resource Manual for Administrators. ED 161 976

Educational Innovation

Analyzing a Force for Change: Discrepancy Between Aspiration and Achievement of Institutional Goals. AIR Forum Paper 1978. ED 161 336

Educational Legislation

A Community's Struggle for Equal Educational Opportunity: Aspira v. Bd. of Ed. OME Monograph Number Two. ED 162 034

Counseling the Hearing Impaired Child in the Public Schools: Techniques and Strategies. ED 160 912

Department of Education Organization Act of 1978. Report of the Committee on Governmental Affairs, United States Senate, to Accompany S.991 to Establish a Department of Education and for Other Purposes, Together with Additional Views. ED 161 150

Involvement by Decree: Citizen Involvement in Education by Legislative Mandate. ED 161 166

The Long Beginning: An Overview of the First 150 Years of Federal Legislation and Funding for the Handicapped. ED 161 211

Part 22: Biomedical Enrichment Programs for Disadvantaged Secondary Students. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Fifth Congress, Second Session on H.R. 10736. ED 161 999

Regulations Pertaining to Section 8 of Chapter 636 of the Acts of 1974, Regarding Magnet School Facilities (Subsection 37I), and Magnet Educational Programs (Subsection 37J). ED 162 020

The Role of Academic Senates in California Community Colleges: A Position Paper. ED 161 481

Your Legal Rights and Responsibilities: A Guide for Public School Students. ED 162 040

Educational Methods

Course of Study for Secondary Level Bookkeeping/Accounting. Final Report. ED 160 893

The Educational Environment. Leader's Handbook . ED 160 854

Educational Needs

An Apology for Logos.'' ED 161 046

Death Education: An Overview. ED 161 867

Determination of Missouri Home Economics Teachers' Training Needs Related to Instruction of Handicapped Students. Final Report. ED 160 867

Development of a Regional Manpower Information System. Research and Development Project. Final Report. ED 160 766

Faculty Development for Inservice Education in the Schools. ED 161 876

Minimum Competencies: A National Survey. ED 161 960

The National Manpower Survey of the Criminal Justice System. Volume Five: Criminal Justice Education and Training. ED 160 738

A New Public School Compromise for the Twenty-first Century: New Mechanisms for Formulating Educational Policy. ED 161 814

Pedagogy and Competency-Based Education. Paper No. 3, Series of 6. ED 160 731

A Preliminary Study of the Obstacles to, the Status of and Potential for Education for the Promotion of Disarmament. Seminar on the Obstacles to Disarmament and the Ways of Overcoming Them (3-7 April 1978). ED 161 789

Simultaneous Equations Models of the Educational Process for U.S. Minority Students: An Analysis of the EEOS and NLS of 1972 Data. Final Report. ED 161 981

A Study of the Need for a Teacher Education Program for Part-Time Adult Vocational Instructors in Minnesota. ED 160 897

Writing to Be Read. ED 161 063

Educational Objectives

Analyzing a Force for Change: Discrepancy Between Aspiration and Achievement of Institutional Goals. AIR Forum Paper 1978. ED 161 336

Apples, Bloom, and Creativity: The ABC's of Reading Alphabet Books. ED 160 991

Arts Education: A Contemporary View for Schools in Virginia. ED 161 801

Ethnic Studies in the Social Context. Series Paper No. 4. ED 161 967

Interpretive Manual. The First Report of the 1977-78 Michigan Educational Assessment Program. ED 161 949

Journalism and the Educational Views of Alexander Meiklejohn. ED 161 027

Kentucky Educational Assessment Program 1976. State Summary. ED 161 936

K-12 Course Goals in Language Arts. Second Edition. ED 161 025//

Making Crosscultural Connections. The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9. ED 161 261//

Many Learners, Many Goals, Many Curricula. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5. ED 161 245//

Methods Used for Kindergartens in the State of Kuwait. ED 161 545

Metropolitan Planning Project, 1977-78. Final Performance Report. ED 161 978

Minimum Competencies: A National Survey. ED 161 960

One Year and Four Years Later...1977: A Study of Graduates from 1976 and 1973. ED 161 475

Pedagogy and Competency-Based Education. Paper No. 3, Series of 6. ED 160 731

The Realities Facing the Profession. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5. ED 161 244//

The State of Physical Education Curriculum. ED 161 873

Toward Civic Responsibility. ED 161 808

Toward Competency Based Learning in Organizational Behavior. Final Report. ED 161 314

What Educators Can Learn from Junior College Accreditation in Japan. ED 161 477

Why Parental Involvement? ED 161 826

Educational Opportunities

Basic Services for Children: A Continuing Search for Learning Priorities. A Dossier for Initiating a Dialogue Part I, 1978. Experiments and Innovations in Education No. 36. ED 161 793//

Concerns of Women in Educational Research and Development at Three Stages of Professional Development: Student Years, Early Postdoctoral Years, and Intermediate Professional Years. Research Memorandum. ED 161 317

The Invisible Wall: A Report on the Status of the Rural Community College in America. ED 161 581

Lifelong Learning and Public Policy. ED 160 859

Minority Admissions and Performance in Graduate Study: A Preliminary Study of Fellowship Programs of the Ford Foundation and the Danforth Foundation. ED 161 979

Postsecondary Education and the Hispanic Student. ED 161 319

Rural Cultural Houses (A New Approach to Rural Youth Work in Iran). ED 161 565

Speech Given by Carol Gibson, Director of Education, National Urban League, Before Control Data Corporation's Two Day School Superintendents' Seminar. ED 161 965

The Status and Future of Minority Group Representation in the Graduate and Professional Programs. ED 161 977

Urban Resources as Educators. ED 162 014

Educational Outcomes

A Comparative Study of the First Full-Time Job and Salary After Graduation for Selected Vocational/Technical/Professional Business Graduates from High School, Two-Year Colleges, and Four-Year Colleges. AIR Forum Paper 1978. ED 161 343

A Theoretical Framework for Educational Output Measurement. AIR Forum Paper 1978. ED 161 398

Educational Philosophy

Attitudes to Educational Issues: Development of an Instrument. ED 161 877

Children Are the Revolution: Day Care in Cuba. ED 161 560//

Implications of an Alternative Social Reform Paradigm for Educational Evaluation. ED 161 916

Journalism and the Educational Views of Alexander Meiklejohn. ED 161 027

A Philosophic Basis for Curriculum Content in Physical Education. ED 161 844

Selected Bibliography of Educational Materials: Maghreb, Algeria, Libya, Morocco, Tunisia. Vol. 10, No. 3, 1976. ED 161 802

Selected Bibliography of Educational Materials: Maghreb, Algeria, Libya, Morocco, Tunisia. Vol. 10, No. 4, 1976. ED 161 803

Educational Planning

Decision-Making in Educational Systems: The Experience in Three OECD Countries. Country Projects: Synthesis and Evaluation, Volume I. ED 161 794

Decision-Making in Educational Systems: The Experience in Three O.E.C.D. Countries. Country Reports: Summaries, Volume II. ED 161 795

Education and Work in the Future. ED 161 504

A Handbook for Institutional Academic and Program Planning: From Idea to Implementation. ED 161 327

Management Analysis in the Chicago Public Schools. ED 161 968

Planning and Assessment in Community Education. ED 161 165//

Planning Urban Education: New Ideas and Techniques to Transform Learning in the City. ED 161 984//

Procedures for Developing Policy for Nursery Schools and Day Care Centers: Educational Policy Systems. ED 161 549

The Teaching Profession in the World of Tomorrow. National Reports on the Theme for 1978 in Their Original Languages. ED 161 874

Educational Policy

Bilingual Education: The National Perspective. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5. ED 161 246//

Bilingualism and British Education: The Dimensions of Diversity. ED 161 303

The Carnegie Corporation of New York and American Educational Policy 1945-1970. ED 161 329

Competency-Based Education and the World of Work. ED 160 730

Competency-Based Education Viewed from The System.'' ED 160 732

Custody, Care, and Nurture: Trends in Early-Childhood Education in Wollongong. ED 161 537

English Language Teaching Profile: Canada. ED 161 289

English Language Teaching Profile: France. ED 161 285

English Language Teaching Profile: Sultanate of Oman. ED 161 288

English Language Teaching Profile: Sweden. ED 161 287

English Language Teaching Profile: The Gambia. ED 161 286

Equal Rights for Women in Education. Model Policy Statement and Guidelines for Implementation: The Elimination of Bias and Stereotyping on the Basis of Sex in Instructional Materials, Teacher Strategies and Curriculum Content. ED 161 848

Forecasting Social Trends as a Basis for Formulating Educational Policy. ED 161 786

The Invisible Wall: A Report on the Status of the Rural Community College in America. ED 161 581

The Neo-Conservative Critique of National Educational Policy: A Revision of the Revisionists. ED 161 132

Our Language Heritage: A Historical Perspective. The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9. ED 161 257//

Private Vocational Schools and Public Policy. ED 160 895

Report on Bilingual Education, 1975-76. ED 161 272

Speaking Out: The Use of Tests in the Policy Arena. Proceedings of the New Jersey Conference. ED 161 926

Educational Practice

Attitudes to Educational Issues: Development of an Instrument. ED 161 877

China Since Mao. ED 161 819

Selected Bibliography of Educational Materials: Maghreb, Algeria, Libya, Morocco, Tunisia. Vol. 10, No. 3, 1976. ED 161 802

Selected Bibliography of Educational Materials: Maghreb, Algeria, Libya, Morocco, Tunisia. Vol. 10, No. 4, 1976. ED 161 803

1977 State Abstracts: The State Capacity Building Program. ED 161 444

1977 State Reports: The State Capacity Building Program. ED 161 443

Educational Problems

Adult Basic Education Sourcebook: Answers to Questions Commonly Asked by ABE/GED Instructors. ED 160 899

Research on Economic Education: Is It Asking the Right Questions? Discussion Paper No. 510-78. ED 162 048

Urban, Social, and Educational Issues. A Doctorate Association of New York Educators Series. ED 162 018//

Educational Programs

Address by Vernon E. Jordan, Jr. at National Alliance of Black School Educators, New Orleans, Louisiana. ED 161 966

Career Education Personnel Training Center. Pinellas County Public Schools. Final Report. ED 160 799

Evaluation of Selected New York City Board of Education Umbrella Programs for the 1974-1975 School Year. ED 161 962

An Evaluation of the Emergency School Aid Act Nonprofit Organization: Vol. II, A Description of Local Program Operations. ED 161 998

How to Help Your Child: A Guide for Parents of Multiply Handicapped Children. ED 161 193

An Innovative Approach to Human Resource Development. ED 161 687

Maryland Fire-Rescue Education and Training System. Organizational Design. ED 160 832

Metropolitan Planning Project, 1973-75. Final Performance Report. ED 162 002

Metropolitan Planning Project, 1975-77. Final Performance Report. ED 162 003

Metro Ways to Understanding: Volume I: A Plan for the Voluntary Elimination of Racial and Ethnic Isolation in the Schools of the Boston Metropolitan Area. ED 162 001

The National Manpower Survey of the Criminal Justice System. Volume Five: Criminal Justice Education and Training. ED 160 738

The National Manpower Survey of the Criminal Justice System. Volume One: Summary Report. ED 160 862

The National Manpower Survey of the Criminal Justice System. Volume Two: Law Enforcement. ED 160 863

Part 22: Biomedical Enrichment Programs for Disadvantaged Secondary Students. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Fifth Congress, Second Session on H.R. 10736. ED 161 999

Robeson County Compensatory Indian Education Project. Project Evaluation and Final Report. ED 161 605

Self-Monitoring Procedures: Basic Laboratory Skills, Instructional Package Worksheets. ED 161 699

Toward an Action Plan: Report on the Intergovernmental Conference on Environmental Education. ED 161 712

Educational Quality

Institutional Financial Assessment: Methodology and Meaning. AIR Forum Paper 1978. ED 161 369

Educational Radio

An Alternative Pattern of Basic Education: Radio Santa Maria. A Study Prepared for the Unesco Institute for Education in Collaboration with the International Educational Reporting Service. An International Bureau of Education Series: Experiments and Innovations in Education, No. 30. ED 160 768//

How Good Is Your Teacher? Options in Education Transcript: Program No. 134. ED 161 854

Educational Research

Adequacy of Teaching Conditions as Perceived by Administrators and Teachers. Research Paper No. 7. ED 161 678

Assessment and Priority-Development for Environmental Education Resources on Jamesville Quarry, Allied Chemical Corporation. Final Report. ED 161 747

Calculators and Unary Operations: A Position Paper with Instructional Suggestions. Project Paper 77-7. ED 161 672

Compensatory Education for Preschoolers: A Non-Technical Report on the U.W.O. Preschool Project. Research Bulletin No. 440. ED 161 555

Decision-Making in Educational Systems: The Experience in Three OECD Countries. Country Projects: Synthesis and Evaluation, Volume I. ED 161 794

Decision-Making in Educational Systems: The Experience in Three O.E.C.D. Countries. Country Reports: Summaries, Volume II. ED 161 795

Differences Between Teachers' Self-Ratings and Principal and University Faculty's Idealized Mathematics Teacher as Measured by a Mathematics Inventory. Research Paper No. 19. ED 161 684

The Effect of Teacher Participation in NSF Institutes Upon Student Achievement. Research Paper No. 10. Revised Edition. ED 161 680

The Effects of Inductive-Deductive Teaching Methods and Field-Dependence-Independence Cognitive Style Upon Student Achievement in Mathematics. ED 161 700

Evaluation of Implementation Projects Supported by the National Science Foundation. Research Paper No. 17. ED 161 683

Federally Supported Educational Research, Development, and Implementation: Some Proposals for Policy Change. ED 161 163

FEHR-Practicum: A Computer-Simulation Approach to Teaching Research and Evaluation Methods. ED 161 935

A Long-Term Study of the Stability of Learning Environments. Research Paper No. 24. ED 161 685

A Meta-Analysis of Selected Advance Organizer Research Reports from 1960-1977. ED 161 755

A Monadic Module Alias a Unary Unit. Project Paper 77-5. ED 161 670

Parish Primary School Survey, 1976. ED 161 562//

Pedagogy and Competency-Based Education. Paper No. 3, Series of 6. ED 160 731

Predicting Teacher NTE Scores in Mathematics. Research Paper No. 15. ED 161 682

The Relationship Between Teacher Characteristics and Student Achievement and Attitude. Research Paper No. 8. ED 161 679

Report of a Seminar on Field Research Methods in Education. Conference Series No. 2. ED 161 860

Research and Development Needs for the Advancement of Teacher Education. Research Series No. 8. ED 161 859

Research Perspectives on the Transition from School to Work. Report of a European Contact Workshop Organised by the Institute of Education (ECF) under the Auspices of the Council of Europe with the Participation of the Commission of the European Communities, Brugge, July 1977. ED 160 760//

The Role of Formative Research in Evaluating Specific Curriculum-Based Television Programs at the Primary Level. ED 161 448

Science Teachers' Perceptions of Their Teaching Skills and Their School Conditions. Research Paper No. 5. ED 161 677

Student Perception of the Classroom Learning Environment in Biology, Chemistry, and Physics Courses. Research Paper No. 12. ED 161 681

Educational Resources

Adult Basic Education Sourcebook: Answers to Questions Commonly Asked by ABE/GED Instructors. ED 160 899

A Bibliography of Environmental Education for Elementary and Secondary Teachers. ED 161 689

Crossing Cultures Third World Women. A Book of Materials, Activities, and Ideas for the Classroom Teacher. ED 162 028

Fair Play. A Bibliography of Non-Stereotyped Materials. ED 162 021

People" Working . . . "Especially Women . . . A Book of Materials, Activities, and Ideas for the Classroom Teacher. ED 162 025

Sourcebook for Sex Equality: Small Presses. An Annotated Listing of Small Presses and Alternative Sources for Books and Media. Bibliographic Series, 1. ED 162 023

Urban Resources as Educators. ED 162 014

1977 State Reports: The State Capacity Building Program. ED 161 443

Educational Responsibility

Legal and Legislative Implications of Competency-Based Education. Paper No. 5, Series of 6. ED 160 729

The New Accountability Reaches to the Family. ED 161 505

Responsibility for Educational Tasks: Role Perceptions in West Virginia. ED 161 847

The Role of Academic Senates in California Community Colleges: A Position Paper. ED 161 481

Educational Status Comparison

The Enduring Effects of Education. ED 161 051//

Educational Strategies

An Evaluation of the Emergency School Aid Act Nonprofit Organization: Vol. II, A Description of Local Program Operations. ED 161 998

Metropolitan Planning Project, 1977-78. Final Performance Report. ED 161 978

Planning Urban Education: New Ideas and Techniques to Transform Learning in the City. ED 161 984//

Research on Economic Education: Is It Asking the Right Questions? Discussion Paper No. 510-78. ED 162 048

Strategies to Eliminate Sex Stereotyping and Sex Bias: An Administrator's Manual. ED 160 752

The Testing of Selected Strategies to Eliminate Sex Bias in Vocational Education Programs. Executive Summary. ED 160 757

The Testing of Selected Strategies to Eliminate Sex Bias in Vocational Education Programs. Final Report. Volume I. Final Technical Report. ED 160 758

Urban, Social, and Educational Issues. A Doctorate Association of New York Educators Series. ED 162 018//

Educational Supply

A Theoretical Framework for Educational Output Measurement. AIR Forum Paper 1978. ED 161 398

Educational Tasks

Responsibility for Educational Tasks: Role Perceptions in West Virginia. ED 161 847

Educational Television

Parenting Education Through Television: An Evaluation of the Middle Road Traveler Series for Adolescents. ED 161 436

The Role of Formative Research in Evaluating Specific Curriculum-Based Television Programs at the Primary Level. ED 161 448

Using Instructional Television Videocassettes as an Alternative Supplement to the Reading and Mathematics Instruction in Albert Sidney Johnston Elementary School. ED 161 404

What On Earth? Teacher's Guide. An Instructional Television Series for Eighth-Grade Earth Science. ED 161 761

Educational Testing

The Changing Health Knowledges of College Students. ED 161 843

Data Processing Systems for School District Testing Offices. Publication No. 77.41. ED 161 892

Language in Education: Testing the Tests. ED 161 278//

Speaking Out: The Use of Tests in the Policy Arena. Proceedings of the New Jersey Conference. ED 161 926

Educational Theories

Death Education: An Overview. ED 161 867

The Doing of History: A Practical Use of the Library-College Concept. ED 161 428

The State of Physical Education Curriculum. ED 161 873

Educational Trends

Evolution of Educational Measurement in the 1970's: Changes in Elementary Level Standardized Tests. ED 161 943

The Realities Facing the Profession. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5. ED 161 244//

Urban, Social, and Educational Issues. A Doctorate Association of New York Educators Series. ED 162 018//

Educationally Disadvantaged

Simultaneous Equations Models of the Educational Process for U.S. Minority Students: An Analysis of the EEOS and NLS of 1972 Data. Final Report. ED 161 981

The Status and Future of Minority Group Representation in the Graduate and Professional Programs. ED 161 977

Effective Teaching

An Examination of an Approach for Using Pupil Outcome Scores to Validate Assessments of Teacher Behaviors. ED 161 944

Guide to Effective Teaching. A National Report on Eighty-One Outstanding College Teachers and How They Teach. ED 161 856//

How Good Is Your Teacher? Options in Education Transcript: Program No. 134. ED 161 854

Some Instructional Implications from a Mathematical Model of Cognitive Development. ED 161 927

Elective Courses

Interdisciplinarity: Policies and Practices. AIR Forum Paper 1978. ED 161 366

Electrical Occupations

Instructor's Manual for Electrical Apprentice Technical Training. Series No. A (First Year). Revised to Meet 1978 Electrical Code.
ED 160 878

Instructor's Manual for Electrical Apprentice Technical Training. Series No. B (Second Year). Revised to Meet 1978 Electrical Code.
ED 160 880

Instructor's Manual for Electrical Apprentice Technical Training. Series No. C (Third Year). Revised to Meet 1978 Electrical Code.
ED 160 882

Instructor's Manual for Electrical Apprentice Technical Training. Series No. D (Fourth Year). Revised to Meet 1978 Electrical Code.
ED 160 884

Jobsite Supervisor Instructor's Manual for Electrical Apprentice Technical Training. Revised to Meet 1978 Electrical Code.
ED 160 877

Related Instructional Material for Electrical Apprentice Technical Training. Student Worksheets. Series C (Third Year). Revised to Meet 1978 Electrical Code.
ED 160 883

Related Instructional Material for Electrical Apprentice Technical Training. Student Worksheets. Series D (Fourth Year). Revised to Meet 1978 Electrical Code.
ED 160 885

Related Instructional Material for Electrical Apprentice Technical Training. Student Worksheets. Series No. A (First Year). Revised to Meet 1978 Electrical Code.
ED 160 879

Related Instructional Material for Electrical Apprentice Technical Training. Student Worksheets. Series No. B (Second Year). Revised to Meet 1978 Electrical Code.
ED 160 881

Supplementary Materials for Electrical Apprentice Technical Training. First, Second, Third, and Fourth Year Manuals. Material Demonstrations and Training Film List. Revised to Meet 1975 Electrical Code.
ED 160 875

Electricity

Instructor's Manual for Electrical Apprentice Technical Training. Series No. A (First Year). Revised to Meet 1978 Electrical Code.
ED 160 878

Instructor's Manual for Electrical Apprentice Technical Training. Series No. B (Second Year). Revised to Meet 1978 Electrical Code.
ED 160 880

Related Instructional Material for Electrical Apprentice Technical Training. Student Worksheets. Series No. A (First Year). Revised to Meet 1978 Electrical Code.
ED 160 879

Related Instructional Material for Electrical Apprentice Technical Training. Student Worksheets. Series No. B (Second Year). Revised to Meet 1978 Electrical Code.
ED 160 881

Relating Performance in Basic Electricity and Electronics and A'' Schools.
ED 160 872

Electronic Data Processing

Alabama Vocational Management Information System. Final Report.
ED 160 888

Computerization of Synonymy Data from Biological Systematics. Museum Data Bank Research Report Number 9.
ED 161 426

Electronic Equipment

Electronic News Delivery Needs Only FCC Encouragement for Invasion of U.S.A.
ED 161 036

Electronic Newspapers

Electronic News Delivery Needs Only FCC Encouragement for Invasion of U.S.A.
ED 161 036

Electronics

Relating Performance in Basic Electricity and Electronics and A'' Schools.
ED 160 872

Elementary Education

Evaluation Title IV Program Indian Education Act. Rice School District No. 20, San Carlos, Arizona.
ED 161 572

Winter Outdoor Education Activities: Snowshoes and Exploring the Winter Environment.
ED 161 579

Elementary School Guidance

Comprehensive Career Guidance. Classroom Meetings. Staff Development K-6.
ED 160 847

Comprehensive Career Guidance. Developing Self Worth. Staff Development K-6.
ED 160 848

Comprehensive Career Guidance. Improving Classroom Behavior. Staff Development K-6.
ED 160 845

Comprehensive Career Guidance. Parent Education and Consultation. Staff Development K-6.
ED 160 846

Comprehensive Career Guidance. Responsible Assertiveness Training. Staff Development K-6.
ED 160 849

Elementary School Libraries

Guidelines for the Consolidation of School Libraries.
ED 161 458

Elementary School Mathematics

Calculator Handbook. Problem Solving Project.
ED 161 758

Getting to Know the Calculator. Problem Solving Project.
ED 161 757

Ideas for Strengthening Mathematics Skills.
ED 161 730

An Investigation of Differential Item Performance by Sex on the Iowa Tests of Basic Skills.
ED 161 933

Probability for Primary Grades, Student Text. Revised Edition.
ED 161 748

Probability for Primary Grades, Teacher's Commentary. Revised Edition.
ED 161 749

Problem Solving: Opening the Door Using the Mini-Calculator. Problem Solving Project.
ED 161 759//

The Role of Formative Research in Evaluating Specific Curriculum-Based Television Programs at the Primary Level.
ED 161 448

Using Instructional Television Videocassettes as an Alternative Supplement to the Reading and Mathematics Instruction in Albert Sidney Johnston Elementary School.
ED 161 404

Elementary School Science

The Camera As An Evaluation and Research Instrument: Snapshots of a Science Curriculum.
ED 161 925

The Effects of Locus of Control and Method of Presentation on Pre-Service Teacher's Achievement.
ED 161 769

Science Teaching in the Elementary Schools: A Survey of Practices. Circular Number 749.
ED 161 702

Elementary School Students

Effects of Coping and Mastery Modeling on Experienced and Inexperienced Pedodontic Patients' Disruptiveness.
ED 161 535

Race and Sex Effects in the Conformity Behavior of Children. Occasional Paper Number 14.
ED 162 044

Elementary School Teachers

Bloodied and Beaten, Perhaps, But the Printed Word Lives.
ED 161 452

Elementary Schools

Small Schools and Combined Grades in Finland. Information Bulletin No 3, 1978.
ED 161 564

Elementary Secondary Education

A Bibliography of Environmental Education for Elementary and Secondary Teachers.
ED 161 689

Education and the World Ocean: A Partial Bibliography for Marine Educators.
ED 161 674

The Evolution of Children's Friendship Cliques.
ED 161 556

Fair Play. A Bibliography of Non-Stereotyped Materials.
ED 162 021

Fair Play. A Bibliography of Nonstereotyped Materials. Volume II.
ED 162 022

Statistical Handbook of Science Education.
ED 161 663

A Strategy for Evaluating the NSF Comprehensive Program for Teacher Education. Research Paper No. 1.
ED 161 675

The Third Assessment of Science, 1976-77. Released Exercise Set.
ED 161 686

What On Earth? Teacher's Guide. An Instructional Television Series for Eighth-Grade Earth Science.
ED 161 761

A Working Conference on Science Education for Handicapped Students: Proceedings (April 3-5, 1978).
ED 161 714

Elementary Secondary Education Act

Facts About Maryland's School Library Media Programs, 1976-77.
ED 161 459

Part 22: Biomedical Enrichment Programs for Disadvantaged Secondary Students. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Fifth Congress, Second Session on H.R. 10736.
ED 161 999

Elementary Secondary Education Act Title I

Compensatory Education Study. Final Report to Congress from the National Institute of Education.
ED 161 996

Title I ESEA, Fiscal Year 1976. Commonwealth of Massachusetts.
ED 162 006

Elementary Secondary Education Act Title III

An Evaluation of the Small College Consortium, 1977-78. A Title III Project. Part I: Survey Results.
ED 161 311

Eligibility

The Determination of the Financial Needs of Adult Part-Time Students in Postsecondary Education. Final Report, Volume I.
ED 161 331

Simulation of Financial Needs and Contributions of Adult Part-Time Students. Final Report. Volume II.
ED 161 330

Emergency School Aid Act

An Evaluation of the Emergency School Aid Act Nonprofit Organization: Vol. II, A Description of Local Program Operations.
ED 161 998

Emergency Squad Personnel

An Audiovisual Teaching Module to Assist Examiners in the Administration of a Practical Performance Examination for the Emergency Medical Technician-Ambulance (EMT-A). Consisting of a 90-Minute Audiovisual Presentation In Either 16mm Sound or 3/4'' Video-Cassette Plus a User's Guide'' Describing in Detail the Total Examination Procedure. Final Report.
ED 161 948

Emotional Experience

The Ineffable: An Examination of the Limits of Expressibility and the Means of Communication.
ED 161 092

Victims of Rape.
ED 160 971

Emotional Response

Victim Emotional Response: Effects on Social Reaction to Victims of Rape.
ED 160 904

Emotionally Disturbed

Alaska's Youth: Needs Assessment and Resource Inventory.
ED 161 195

Goal Attainment Scaling: A Primary Method of Treatment and Program Evaluation in Project SAIL - A Special Education Dropout Prevention Program.
ED 161 191

Kids in Mental Institutions. Part II. Program 131.
ED 161 209

Kids in Mental Institutions. Part I. Program 130.
ED 161 208

Leaving Home: Family Relationships of the Runaway.
ED 161 176

A Resource Manual for the Development and Evaluation of Special Programs for Exceptional Students. Volume II-E: Emotionally Handicapped. Revised Edition.
ED 161 226

A Sex Education Program in a Therapeutic Pre-School.
ED 161 199

Employer Attitudes

Sexual Inequality in the Workplace: An Employer-Specific Analysis of Pay Differences. Discussion Paper No. 502-78.
ED 162 041

A Survey: Perceptions of the College of Lake County's G.E.D. Program as Seen by Former Students and Area Personnel Managers.
ED 161 471

Employer Employee Relationship

Motivation, Management, and Performance.
ED 160 932

Employment

A Comparative Study of the First Full-Time Job and Salary After Graduation for Selected Vocational/Technical/Professional Business Graduates from High School, Two-Year Colleges, and Four-Year Colleges. AIR Forum Paper 1978.
ED 161 343

Job Related Measures of Educational Effectiveness. AIR Forum Paper 1978.
ED 161 372

Profiles of Manpower in Science and Technology.
ED 161 713

Sex-Linked Role Behavior in Three Employment Groups.
ED 160 945

Sex Stereotyping, Bias, and Discrimination in the World of Work: A Workbook. Instructor's Manual.
ED 160 755

Employment Experience

Labor Market Structures and Job Mobility. Discussion Paper No. 505-78.
ED 162 047

Employment Opportunities

A Charter for Improved Rural Youth Transition.
ED 161 568

Employment and Economic Issues of Low-Income Women: Report of a Project.
ED 162 045

Integrating Postsecondary Program Planning and Employment Demand. AIR Forum Paper 1978.
ED 161 371

National Indian Health Board Position on Indian Preference.
ED 161 580

Professional Women's Groups, May 1978.
ED 162 035

Should the Federal Government Implement a Program Which Guarantees Employment Opportunities for All U.S. Citizens in the Labor Force? Inter-Collegiate Debate Topic, 1978-1979, Pursuant to Public Law 88-246.
ED 160 900

Speech Given by Carol Gibson, Director of Education, National Urban League, Before Control Data Corporation's Two Day School Superintendents' Seminar.
ED 161 965

Employment Patterns

Estimating the Number of Newly Certified Teachers Who Do Not Enter Teaching in Michigan Public Schools.
ED 161 838

A Five-Year Perspective on Job Placement for JCCC Career Students (Classes of 1973-1977).
ED 161 508

Indian Employment in New Mexico State Government.
ED 161 566

Indian Employment in New Mexico State Government: 1977.
ED 161 567

Reviews of Data on Science Resources, No. 32. Employment Patterns of Recent Entrants Into Science and Engineering.
ED 161 701

Sexual Stratification in the Workplace: Male-Female Differences in Economic Returns to Occupation.
ED 160 826

1973 Career Graduates: A Profile of CUNY Community College Students.
ED 161 470

Employment Potential

Towards Measuring the Success of Occupational Education. AIR Forum Paper 1978.
ED 161 399

Employment Practices

Legal and Legislative Implications of Competency-Based Education. Paper No. 5, Series of 6.
ED 160 729

Employment Programs

Perspectives on Public Job Creation. R & D Monograph 52.
ED 160 822

YEDPA and Career Education.
ED 160 793

Employment Projections

The National Manpower Survey of the Criminal Justice System. Volume Four: Courts.
ED 160 864

The National Manpower Survey of the Criminal Justice System. Volume One: Summary Report.
ED 160 862

The National Manpower Survey of the Criminal Justice System. Volume Six: Criminal Justice Manpower Planning.
ED 160 740

The National Manpower Survey of the Criminal Justice System. Volume Two: Law Enforcement.
ED 160 863

Employment Qualifications

Competency-Based Education and the World of Work.
ED 160 730

Course of Study for Secondary Level Bookkeeping/Accounting. Final Report.
ED 160 893

Employment Services

Handbook on the Organization and Administration of a Student Job Placement Service for a Secondary School.
ED 160 810

Employment Statistics

Estimating the Number of Newly Certified Teachers Who Do Not Enter Teaching in Michigan Public Schools.
ED 161 838

Women at Work in Los Angeles County.
ED 161 985

Employment Trends

Responsiveness vs. Resources: The Implementation and Impact of Affirmative Action Programs for Women Scientists in Postsecondary Education. AIR Forum Paper 1978.
ED 161 389

Encoding (Language)

Propositions across Utterances and Speakers. Papers and Reports on Child Language Development, No. 12.
ED 161 298

Energy

National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Abstract.
ED 161 731

National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Energy.
ED 161 735

National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Summary.
ED 161 745

Energy Conservation

Energy Conservation Activities for the Classroom K-12.
ED 161 727

Energy Conservation: A Management Report for State and Local Governments and A Technical Guide for State and Local Governments.
ED 161 765

An Energy Conservation Retrofit Process for Existing Public and Institutional Facilities.
ED 161 763

Energy Manual for Parks: A Handbook for Interpreters and Naturalists.
ED 161 673

Energy Education

Energy Manual for Parks: A Handbook for Interpreters and Naturalists.
ED 161 673

Energy Research and Development Administration

An Innovative Approach to Human Resource Development.
ED 161 687

Engineering

National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Energy.
ED 161 735

National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Noise.
ED 161 736

National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Radiation.
ED 161 741

Engineering Education

Building a Career-Oriented Communication Curriculum.
ED 161 097

Science and Engineering Careers: A Bibliography.
ED 161 751

A Study of the Rowland Scholar Program at Clark College.
ED 161 697

Engineering Technology

Female Access to Careers in Engineering Technology. Exemplary Project in Vocational Education Conducted under Section 132 of Public Law 94-482. Final Report.
ED 160 829

Engineers

Profiles of Manpower in Science and Technology.
ED 161 713

Reviews of Data on Science Resources, No. 32. Employment Patterns of Recent Entrants Into Science and Engineering.
ED 161 701

England

Bilingualism and British Education: The Dimensions of Diversity.
ED 161 303

English (Second Language)

Careers for Bilinguals. Volume One. Student Workbook .
ED 160 727//

Careers for Bilinguals. Volume One. Teacher's Manual.
ED 160 726//

Collected Papers in Teaching English as a Second Language and Bilingual Education: Themes, Practices, Viewpoints.
ED 161 242

The Dynamics of English as an International, Foreign, Second and Auxiliary Language.
ED 161 269

English Language Teaching Profile: Canada.
ED 161 289

English Language Teaching Profile: France.
ED 161 285

English Language Teaching Profile: Sultanate of Oman.
ED 161 288

English Language Teaching Profile: Sweden.
ED 161 287

English Language Teaching Profile: The Gambia.
ED 161 286

How to Write Criterion-Referenced Tests for Spanish-English Bilingual Programs.
ED 161 281

An Investigation of Counseling Learning/Community Language Learning. Papers in Linguistics, 1974-1977: A Collection of M.A. Papers from Students in the Linguistics Department of Northeastern Illinois University.
ED 161 293

The L'' Connection: The Interdependence of Second Language Programs. The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9.
ED 161 263//

The Multiple Role of Oral Language Assessment: Language Status, Research, and Curriculum Development.
ED 161 058

A Study of English Second Language Phonology. CUNYForum, No. 3.
ED 161 282

English Curriculum

Curriculum Guide for Junior High School English (Grades 7, 8, and 9). Revised Draft.
ED 161 076

Writing to Be Read.
ED 161 063

English Education

The Purpose of the In-Service Program for Graduate Students.
ED 161 056

English Instruction

Assignments that Succeed: A Case Approach to Composition.
ED 161 060

The Celluloid Critic and the Student of Composition.
ED 161 061

Correspondence: A Medium Rediscovered.
ED 161 072

Curriculum Guide for Junior High School English (Grades 7, 8, and 9). Revised Draft.
ED 161 076

Designs and Directions for English Programs, Grades 8-12.
ED 161 048

English Language Teaching Profile: Canada.
ED 161 289

Error Analysis: How to Translate It into Positive Teaching.
ED 161 044

Instruction First, Writing Later.
ED 161 032

Let's Write It Right! A Student-Oriented Approach for Teaching Letterwriting Skills.
ED 161 068

Ordinary Language Philosophy and Composition.
ED 161 047

The Phaedrus,'' Perelman, and the Groundwork for a Theory of Composition.
ED 161 033

Status Report on TICCIT 1977-78.
ED 161 468

Theoretical Issues in the Process-Product Controversy.
ED 161 034

What Psychology and Special Education Have to Share with Teachers of Writing.
ED 161 074

Writing and Learning Across the Curriculum 11-16.
ED 161 064//

Writing to Be Read.
ED 161 063

English Programs

Designs and Directions for English Programs, Grades 8-12.
ED 161 048

Enlisted Personnel

Criterion-Referenced Job Proficiency Testing: A Large Scale Application. Research Report 1193.
ED 161 953

Enrichment Experience

Ecological and Paradoxical Interventions with Couples.
ED 160 951

Enrollment

A Comparison of the College's Mail and On-Site Registration Totals for Fall 1978 with Fall 1977.
ED 161 500

Compendium of Selected Data & Characteristics, 1977-78.
ED 161 492

Enrollment Projections with Statistical Base and Methods 1976.
ED 161 499

Vocational and Special Education. Program Review. A Study Conducted on Behalf of the State of Alaska Department of Education Dr. Marshall Lind, Commissioner.
ED 160 735

Enrollment Influences

Adult Vocational Education Follow Through. A System for Participant Feedback for Decision Makers. Final Report.
ED 160 865

Enrollment Projections When the System Changes. AIR Forum Paper 1978.
ED 161 354

What Really Happened to the Class of '75? A College Experience Survey.
ED 161 316

Women in Non-Traditional Vocational Education in Secondary Schools. Final Report.
ED 160 806

Enrollment Projections

Analysis of the University of the District of Columbia's Consolidated Master Plan Development.
ED 161 323

Enrollment Projections When the System Changes. AIR Forum Paper 1978.
ED 161 354

Enrollment Projections with Statistical Base and Methods 1976.
ED 161 499

Fiscal Year 1978 State Funding Claims Processed and Paid by the Illinois Community College Board.
ED 161 507

Kentucky's Declining School Population.
ED 161 152

Long-Range Financial Planning in Minnesota: Exploring State Level Issues, Problems and Alternatives. AIR Forum Paper 1978.
ED 161 375

Predicting Next Year's Resources Short-Term Enrollment Forecasting for Accurate Budget Planning. AIR Forum Paper 1978.
ED 161 383

Enrollment Rate

Admissions-Yield and Persistence Analysis. AIR Forum Paper 1978.
ED 161 335

Enrollment Trends

Community College Enrollment: Trends and Implications. AIR Forum Paper 1978.
ED 161 342

A Comparison of the College's Mail and On-Site Registration Totals for Fall 1978 with Fall 1977.
ED 161 500

Predicting Next Year's Resources Short-Term Enrollment Forecasting for Accurate Budget Planning. AIR Forum Paper 1978.
ED 161 383

Selected Characteristics, Classified & Unclassified (Regular) Students; Community Colleges, Fall 1978.
ED 161 467

Student Enrollment Patterns, 1972-77: A Report Presenting the Enrollment Patterns of Full- and Part-time Students by Entering Class.
ED 161 474

Environmental Education

Assessment and Priority-Development for Environmental Education Resources on Jamesville Quarry, Allied Chemical Corporation. Final Report.
ED 161 747

A Bibliography of Environmental Education for Elementary and Secondary Teachers.
ED 161 689

Contemporary American Issues.
ED 161 753//

Ecology and the Environment: A Dissertation Bibliography.
ED 161 665

Energy Conservation Activities for the Classroom K-12.
ED 161 727

Energy Manual for Parks: A Handbook for Interpreters and Naturalists.
ED 161 673

Environmental Education and Outdoor Recreation. 1978 Nationwide Outdoor Recreation Plan. Task Force Report.
ED 161 698

Gold Creek: Preserving an Environmental Studies Center.
ED 161 464

A Guide for Teaching Regional Environmental Planning. Final Report of Project - Inservice Personnel Development: Regional Environmental Planning Workshops for Tri-County Secondary School Teachers.
ED 161 754

Intergovernmental Conference on Environmental Education Organized by UNESCO in Co-operation with UNEP (Tbilisi, USSR, 14-26 October 1977). Final Report.
ED 161 711//

National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Composite I (Environmental Engineering/Health).
ED 161 733

National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Private Sector.
ED 161 740

National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Summary.
ED 161 745

Research in Outdoor Education: Summaries of Doctoral Studies, January, 1978.
ED 161 608

SCDC Spanish Curricula Units. Science/Math Strand, Unit 8, Grade 3, Teacher's Guide Multi-Ethnic Edition.
ED 161 652

Toward an Action Plan: Report on the Intergovernmental Conference on Environmental Education.
ED 161 712

Environmental Influences

Altering Test Environments for Reducing Test Anxiety and for Improving Academic Performance.
ED 161 946

Child Cancer Control. Report on a Working Group.
ED 161 554

Cognitive Style, Environment and School Achievement: A Cross-Cultural Study. Delta Research Monograph No. 1.
ED 161 983

Reading Achievement: Characteristics Associated with Success and Failure: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' July through September 1978 (Vol. 39 Nos. 1 through 3).
ED 161 015

Simultaneous Equations Models of the Educational Process for U.S. Minority Students: An Analysis of the EEOS and NLS of 1972 Data. Final Report.
ED 161 981

Situation or Person? Toward a Psychosocial Role-Theoretical Approach to Personality.
ED 160 923

Environmental Technicians

Development and Exchange of Instructional Resources in Water Quality Control Programs, II: Instructional Materials Available.
ED 161 694//

Supervisory Management in the Water/Wastewater Field: Self Study Program. Revised Second Edition. Textbook and Student Manual. Lessons 1-7 and Appendix. Executive Programs of the Graduate School of Business Administration of Michigan State University.
ED 161 662

Epilepsy

Comprehensive Epilepsy Program.
ED 161 186

Equal Education

Address by Vernon E. Jordan, Jr. at National Alliance of Black School Educators, New Orleans, Louisiana.
ED 161 966

Bibliography of Multi-Ethnic and Sex-Fair Resource Materials.
ED 162 007

Innovative Opportunities for the Returning Woman.
ED 160 750

The Invisible Wall: A Report on the Status of the Rural Community College in America.
ED 161 581

Postsecondary Education and the Hispanic Student.
ED 161 319

Sourcebook for Sex Equality: Small Presses. An Annotated Listing of Small Presses and Alternative Sources for Books and Media. Bibliographic Series, 1.
ED 162 023

Strategies for Equality: Guidance, Social Studies, Physical Education.
ED 162 027

The Struggle for Equal Opportunity: Strategies for Social Welfare Action.
ED 162 009//

Equal Opportunities (Jobs)

Black Employment in Kentucky State Agencies, Seventh Report. An Analysis of Job Levels, Salaries and Hiring Patterns as of November, 1975.
ED 161 974

Equal Pay for Equal Qualifications? A Model for Determining Race or Sex Discrimination in Salaries. AIR Forum Paper 1978.
ED 161 356

Innovative Opportunities for the Returning Woman.
ED 160 750

Legal and Legislative Implications of Competency-Based Education. Paper No. 5, Series of 6.
ED 160 729

The Quest for Equal Employment Opportunity in Oklahoma State Government. A Report Prepared by the Oklahoma Advisory Committee to the United States Commission on Civil Rights.
ED 162 011

Sexual Inequality in the Workplace: An Employer-Specific Analysis of Pay Differences. Discussion Paper No. 502-78.
ED 162 041

The Struggle for Equal Opportunity: Strategies for Social Welfare Action.
ED 162 009//

Equalization Aid

Predicting the Effect of New Jersey's New Educational Funding Law on Local Support for Education. New Jersey Urban Education Research Reports No. 3.
ED 161 115

Use of Income as a Measure of Local Fiscal Ability in the State School Aid Formula. Occasional Paper #10.
ED 161 159

Equipment Evaluation
- Development and Exchange of Instructional Resources in Water Quality Control Programs, III: Selecting Audio-Visual Equipment. ED 161 695//

Equity
- Equity in School Athletics: A Guide. ED 162 026

Equivalency Tests
- Careers for Bilinguals. Volume One. Student Workbook . ED 160 727//
- GED Testing: The High School Equivalency Diploma. Preparation for Health Career Advancement for American Indians and Alaska Natives. ED 161 959

Error Analysis (Language)
- Error Analysis: How to Translate It into Positive Teaching. ED 161 044
- Language Contact: Spanish in the 70's. Papers in Linguistics, 1974-1977: A Collection of M.A. Papers from Students in the Linguistics Department of Northeastern Illinois University. ED 161 292
- A Study of English Second Language Phonology. CUNYForum, No. 3. ED 161 282

Error Patterns
- Coder Drift: A Reliability Problem for Teacher Observations. ED 161 897
- Computer-Based Recognition of Perceptual Patterns in Harmonic Dictation Exercises. ED 161 411

Estimated Costs
- Compensating Victims of Violent Crime: Potential Costs and Coverage of a National Program. ED 160 972

Ethical Instruction
- The Place of Moral Education in the Curriculum of a Community College. ED 161 506
- The Response of Sixth-Grade Readers to Selected Children's Literature with Special Reference to Moral Judgment. ED 161 004

Ethical Values
- Journalists and Terrorism: Captives of the Libertarian Tradition. ED 161 070

Ethics
- Access to Medical Records. ED 161 094
- The Place of Moral Education in the Curriculum of a Community College. ED 161 506
- Private Ethics and Civic Virtue. ED 161 776
- The Response of Sixth-Grade Readers to Selected Children's Literature with Special Reference to Moral Judgment. ED 161 004

Ethnic Groups
- American Ethnic Groups. ED 162 032//
- Cape Verdeans in America: Our Story. ED 161 773
- Cognitive Style, Environment and School Achievement: A Cross-Cultural Study. Delta Research Monograph No. 1. ED 161 983
- The Conditions of Ethnic Separatism: The Kurds in Turkey, Iran, and Iraq. ED 161 813
- Cultural Factors in Learning and Instruction. ERIC/CUE Urban Diversity Series, Number 56. ED 162 012
- The Ethno-Cultural Factor in Mental Health: A Literature Review and Bibliography. ED 161 963//
- Final Report. Ethnic Minorities in American Labor Markets. ED 161 788
- Multiculturalism and Ethnic Attitudes in Canada. ED 162 029//
- Urban Ethnic Conflict: A Comparative Perspective. Comparative Urban Studies, Monograph No. 3. ED 161 994//

Ethnic Origins
- Cape Verdeans in America: Our Story. ED 161 773

Ethnic Studies
- The Balch Institute Study Guide for Immigration History and Ethnic Studies. ED 161 792
- Ethnic Studies in the Social Context. Series Paper No. 4. ED 161 967
- Learning Achievement Packages. Mexican American Studies, English-Spanish. ED 161 595

Ethnicity
- American Ethnic Groups. ED 162 032//
- Aspects of Ethnicity: Understanding Differences in Pluralistic Classrooms. ED 162 039//
- Ethnicity, Race and Human Development; A Report on the State of Our Knowledge. ED 161 964//
- The Ethno-Cultural Factor in Mental Health: A Literature Review and Bibliography. ED 161 963//
- Where Feminism and Ethnicity Intersect: The Impact of Parallel Movements. Working Paper Series Number 16. ED 161 973//

Ethnocentrism
- Multiculturalism and Ethnic Attitudes in Canada. ED 162 029//

Etiology
- Identification and Definition of Factors Causally Associated with Child Abuse and Neglect. Final Report. ED 161 221

Euronet
- Overcoming the Language Barrier. Third European Congress on Information Systems and Networks, Vol. 1. ED 161 280//

Evaluation
- Audit and Evaluation of the Georgia Comprehensive Career Guidance Project, Grades 7-12. Final Report. ED 160 874
- Can Meta-Evaluation Give a Direction for Research on Evaluation? ED 161 938
- Evaluation of a Three Year Health Sciences PLATO IV Computer-Based Education Project. ED 161 424
- NATAL-74; First Results. ED 161 412
- Report of the Computer Assisted Instruction Project in the Faculty of Nursing at the University of Calgary. ED 161 419
- Report on the Study of Cooperative Materials Examination Centers for Wisconsin. ED 161 451
- Sources of Values Influencing Educational Evaluation. Research, Evaluation, Development Paper Series No. 7. ED 161 889
- The Third Assessment of Science, 1976-77. Released Exercise Set. ED 161 686
- Work Evaluation for Economically and Educationally Disadvantaged Families of Barron County. Final Report. ED 160 763

Evaluation Criteria
- Analogy and Credentialling. Research Series No. 6. ED 161 835
- Can Meta-Evaluation Give a Direction for Research on Evaluation? ED 161 938
- Ethnic and Class Bias in Teacher Expectations of Junior High School Students: A Test of the Bowles and Gintis Thesis. ED 161 821
- Evaluating Sexual Behavior from Writing-Characteristics. ED 161 057
- Evolution of Educational Measurement in the 1970's: Changes in Elementary Level Standardized Tests. ED 161 943
- Indicators of Effective Inservice: Instructional Packages. ED 161 872
- Job Related Measures of Educational Effectiveness. AIR Forum Paper 1978. ED 161 372
- The Kentucky Standards of Excellence for Reading Programs. ED 160 985
- On Getting Published: An Editor's Perspective. ED 161 102
- Procedures for Identifying Specific Learning Disabilities. ED 161 175
- Report of the Michigan Educational Assessment Program's External Advisory Panel on Evaluation. ED 161 950
- Speaking Out: The Use of Tests in the Policy Arena. Proceedings of the New Jersey Conference. ED 161 926
- A System of Criteria for Evaluating Elementary School Buildings. ED 161 144
- Teacher Performance Assessment Instruments: Manual for Data Collectors. ED 161 955//
- Validation of an Item Classification Scheme for a Student Rating Item Catalog. ED 161 883
- What Educators Can Learn from Junior College Accreditation in Japan. ED 161 477

Evaluation Methods
- Applying Experimental Designs to Large-Scale Program Evaluation. Research Paper No. 2. ED 161 676
- Approaches to Validation of Criterion-Referenced Tests and Computer-Based Instruction in a Military Prdject. ED 161 434
- The Camera As An Evaluation and Research Instrument: Snapshots of a Science Curriculum. ED 161 925
- Can Meta-Evaluation Give a Direction for Research on Evaluation? ED 161 938
- Case Management for Children's Protective Services. ED 160 906
- The Development of a Series of Recommendations and Procedures Required in Administration of a Centralized Program of Occupational Competency Assessment. ED 160 754
- The Discrepancy Evaluation Model: A Strategy for Improving a Simulation and Determining Effectiveness. ED 161 880
- The Educational Programs Audit Dress Rehearsal; Paradigm One: Practice Makes Perfect or How a New Approach to the Audit Helps Programs Succeed. ED 161 213
- An Empirical Investigation of the ESEA Title I Evaluation Systems' Proposed Variance Estimation Procedures for Use With Criterion Referenced Tests. ED 161 914
- Equal Pay for Equal Qualifications? A Model for Determining Race or Sex Discrimination in Salaries. AIR Forum Paper 1978. ED 161 356
- Evaluation in Extension. ED 161 885
- Evaluation of the South Dakota Career Education Project. A Technical Report. ED 160 784
- An Experiment on Social Information Processing Among Teachers. Report No. 243. ED 161 846
- Flexner, Accreditation, and Evaluation. Research Series No. 5. ED 161 834
- How to Make the Most Out of Course Evaluation Forms. ED 161 320
- Implications of an Alternative Social Reform Paradigm for Educational Evaluation. ED 161 916
- Issues in Developmental Disabilities Evaluation and Advocacy. ED 161 185
- National Project III, Elevating the Importance of Teaching. Fund Associate's Final Report. ED 161 312
- Parenting Education Through Television: An Evaluation of the Middle Road Traveler Series for Adolescents. ED 161 436
- PERC and NCHEMS: A Comparison. A!R Forum Paper 1978. ED 161 380
- Predicting Next Year's Resources Short-Term Enrollment Forecasting for Accurate Budget Planning. AIR Forum Paper 1978. ED 161 383
- Predicting Peer Evaluation of Scientists. ED 160 921
- Program Evaluation Skills for Busy Administrators. ED 161 887
- Reading Instruction: The Affective Domain Measuring Affective Growth in Reading.'' ED 160 990
- A System'' for Departmental Evaluation for Promotion Tenure and Assignments. ED 161 945
- Third Party Evaluation Report for the Wisconsin Career Education Consortium, Project No. 554AH50646. ED 160 787
- Why Do We Need a Control Group? Why Should We Randomize? Some Answers for Evaluative Researchers. ED 160 924
- Workshop Leaders's Guide. To Accompany: Program Evaluation Skills for Busy Administrators. ED 161 888

Evaluators
- Coder Drift: A Reliability Problem for Teacher Observations. ED 161 897
- Identification of Predictors of Coding Performance: Selecting Subjects to be Trained to Use Observation Systems. ED 161 898
- Sources of Values Influencing Educational Evaluation. Research, Evaluation, Development Paper Series No. 7. ED 161 889

Exceptional Child Services
- The Status of Handicapped Children in Head Start Programs. Fifth Annual Report of the U.S. Department of Health, Education, and Welfare to the Congress of the U.S. on Services Provided to Handicapped Children in Project Head Start. ED 161 181

Exceptional Persons
- Seventh National Conference on Physical Activity for the Exceptional Individual. ED 161 857

Expectation
- Performance Decrements Following Stress: Learned Helplessness, Passive Uncontrollability, or Distrust? ED 160 954
- Teacher Expectancy Related to Student Performance in Vocational Education. ED 160 890

Expenditures
- An Analysis of Alternatives for the Implementation of Part A, Sec. 111 (2) (A) and (B) Payment to States of Public Law 94-482. Final Report. ED 160 873
- Budget Preparation and Inflation Prediction. AIR Forum Paper 1978. ED 161 339
- The Condition of Kentucky's Independent Colleges, 1971-72 to 1975-76. AIR Forum Paper 1978. ED 161 345

Experiential Learning
- The Doing Book. An Experiential Approach to Consumer Education. ED 160 773
- Evaluating Women's Homemaking and Volunteer Experiences for College Credit. ED 160 772
- Exercises in Persuasion. ED 161 098
- Hinterbrand Lodge Outdoor Education Center. Program Information. ED 161 578

Experimental Programs
- The Bee Hive: The Arts in Early Education. ED 161 518

Experimenter Characteristics
- Problems of Conducting Research in Organizations: The Case of Police Departments. ED 160 940

Expository Writing
- Magazine Writing Today. ED 161 052//
- Writing to Be Read. ED 161 063

Extension Education
- Evaluation in Extension. ED 161 885

External Degree Programs
- The Developmental Testing of A101: A Follow-up Study. ED 161 446
- Faculty Development in Individualized Education Project (1976-1978). Final Report. ED 161 315
- Guidelines for Specification of Competencies. ED 161 449
- Student Learning in the Open University The Provision of Diversity in a Distance Education System. AIR Forum Paper 1978. ED 161 396

Facility Guidelines
- Guidelines for Planning Industrial Education Facilities and Equipment. ED 160 807

Facility Improvement
- Gold Creek: Preserving an Environmental Studies Center. ED 161 464

Facility Planning
- Guidelines for Planning Industrial Education Facilities and Equipment. ED 160 807

Facility Utilization Research
- Space Costing in Colleges and Universities. AIR Forum Paper 1978. ED 161 393
- The Use of Space for Instruction, Fall 1977. ED 161 495

Factor Analysis
- The Development of a Class of Oblique Factor Solutions. ED 161 890
- An Examination of Sampling Characteristics of Some Analytic Factor Transformation Techniques. ED 161 891
- Factor Analysis of Cognitive, Behavioral, Socioeconomic And Related Characteristics of Prekindergarten Children. Technical Paper #16. ED 161 917

Factor Structure
- Validation of an Item Classification Scheme for a Student Rating Item Catalog. ED 161 883

Faculty
- Handling the Band-Aids and Major Surgery Jobs in Instructional Development: Viva La Difference in Action. ED 161 432

Faculty Advisors
- Academic Advising and Counseling: A Computer Assisted Enhancement. AIR Forum Paper 1978. ED 161 332
- Individual Advisory System. ED 160 856

Faculty Development
- Audit and Evaluation of the Georgia Comprehensive Career Guidance Project, Grades 7-12. Final Report. ED 160 874
- Faculty Development for Inservice Education in the Schools. ED 161 876
- Faculty Development in Individualized Education Project (1976-1978). Final Report. ED 161 315
- Faculty Productivity: Behavioral Considerations. AIR Forum Paper 1978. ED 161 359
- Impacts of Workshops for Instructional Improvement: The Results of an Evaluation of a Component of a Faculty Development Program. AIR Forum Paper 1978. ED 161 365
- A Needs Based Vocational Guidance Program. Exemplary Project in Vocational Education Conducted under Part C of Public Law 90-576. Final Report. ED 160 835
- Part-Time Faculty: A Statewide Model for Development. ED 161 484
- Staff Development in Career Guidance: A Facilitator's Handbook. ED 160 843
- A System'' for Departmental Evaluation for Promotion Tenure and Assignments. ED 161 945
- Targets of Opportunity: Strategies for Managing a Staff Development Consortium. ED 161 485
- Training Teachers for Parent Conferencing: A New Horizon for the School Counselor. ED 160 950

Faculty Evaluation
- How to Make the Most Out of Course Evaluation Forms. ED 161 320
- A Model for the Selection of Members of the Faculty. ED 161 489
- National Project III, Elevating the Importance of Teaching. Fund Associate's Final Report. ED 161 312
- Perception of Locus of Control as a Predictor of Attitude Toward Students' Evaluation of University Faculty. AIR Forum Paper 1978. ED 161 381
- A System'' for Departmental Evaluation for Promotion Tenure and Assignments. ED 161 945

Faculty Recruitment
- Issues in the Recruitment, Professional Development, Promotion, and Remuneration of Women Faculty. Research Memorandum. ED 161 318
- A Model for the Selection of Members of the Faculty. ED 161 489

Faculty Workload
- Faculty Development in Individualized Education Project (1976-1978). Final Report. ED 161 315
- Teacher Workload. Bibliographies in Education No. 63. ED 161 827
- Using Comparative Data in the Development of an Investment Needs Model For the State of Michigan. AIR Forum Paper 1978. ED 161 403

Failure Factors
- Performance Decrements Following Stress: Learned Helplessness, Passive Uncontrollability, or Distrust? ED 160 954

Family (Sociological Unit)
- The Black Family in the United States: A Selected Bibliography of Annotated Books, Articles, and Dissertations on Black Families in America. ED 162 031//
- Children and Parents in our Television Programmes. ED 161 456
- Family Oriented Field Experience in Geography. ED 161 800

Family Background
- Family Status and Standardized Achievement Tests As Contingencies For Black and White College Entry. Report No. 239. ED 161 952
- An Investigation of the Effectiveness of Two Educational Programs in View of the Students' Previous Experiences. ED 161 879

Family Counseling
- Family Resource Center. Final Report. ED 161 205
- Work Evaluation for Economically and Educationally Disadvantaged Families of Barron County. Final Report. ED 160 763

Family Day Care
- Adoption and Continuation of Family Day Care Support Services. ED 161 514

Family Environment
- Home Environment, Self-Concept and Urban Student Achievement: A Bibliography and Review of Research. NJ Urban Education Research Reports No. 5. ED 161 972

Family Involvement
- Family Resource Center. Final Report. ED 161 205

Family Problems
- Anger in Everyday Life: When, Where, and With Whom? ED 160 966
- Identification and Definition of Factors Causally Associated with Child Abuse and Neglect. Final Report. ED 161 221
- Leaving Home: Family Relationships of the Runaway. ED 161 176
- Managing Children's Behavior for Any and Everyone Faced with the Task: A Training Manual for Behavior Assistants and Mediators. ED 161 551

Family Programs
- Building Black-Controlled Family Agencies: Benefits and Impediments. ED 162 016
- What Head Start Means to Families. ED 161 525

Family Relationship
- Relating with Significant Others. Leader's Handbook . ED 160 853
- Women at Work in Los Angeles County. ED 161 985

Family Role
- Why Parental Involvement? ED 161 826

Family School Relationship
- The New Accountability Reaches to the Family. ED 161 505
- What Head Start Means to Families. ED 161 525

Family Structure
- Leaving Home: Family Relationships of the Runaway. ED 161 176

Feasibility Studies
- Computer Based Education for Developing Educational Systems. ED 161 416

Federal Aid
- A Guide to Federal Funding in the Biological Sciences. ED 161 693
- Impact of Governmental Transfer Payments on Human Resource Development A Bibliography. SRDC Bibliography Series No. 8. ED 161 570
- Private Vocational Schools and Public Policy. ED 160 895
- Self-Study Report by Roosevelt University on the Impact of Government Programs and the Cost of Compliance With Government Regulations for the Sloan Commission on Government and Higher Education. ED 161 306
- Status of Office of Education's National Direct Student Loan Funds at Selected Postsecondary Education Institutions. Report by the Comptroller General of the United States. ED 161 324
- The Urban Impacts of Federal Policies: Vol. 3, Fiscal Conditions. ED 162 038

Federal Government
- The Effects of Media Dependencies on Audience Assessment of Government. ED 161 028
- Environmental Education and Outdoor Recreation. 1978 Nationwide Outdoor Recreation Plan. Task Force Report. ED 161 698

Federal Legislation
- An Analysis of Alternatives for the Implementation of Part A, Sec. 111 (2) (A) and (B) Payment to States of Public Law 94-482. Final Report. ED 160 873
- Career Education Programming for the Handicapped: Cooperative Personnel Preparation. Final Report. ED 161 178
- Department of Education Organization Act of 1978. Report of the Committee on Governmental Affairs, United States Senate, to Accompany S.991 to Establish a Department of Education and for Other Purposes, Together with Additional Views. ED 161 150
- Guidelines for Local Advisory Councils on Vocational-Technical Education. (Revised). ED 160 728
- The Long Beginning: An Overview of the First 150 Years of Federal Legislation and Funding for the Handicapped. ED 161 211
- Part 22: Biomedical Enrichment Programs for Disadvantaged Secondary Students. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Fifth Congress, Second Session on H.R. 10736. ED 161 999
- Private Vocational Schools and Public Policy. ED 160 895
- Procedures for Identifying Specific Learning Disabilities. ED 161 175
- Should the Federal Government Implement a Program Which Guarantees Employment Opportunities for All U.S. Citizens in the Labor Force? Inter-Collegiate Debate Topic, 1978-1979, Pursuant to Public Law 88-246. ED 160 900
- State of Iowa Plan for Physical Education for Handicapped Students. Discussion Copy. ED 161 237
- The Urban Impacts of Federal Policies: Vol. 3, Fiscal Conditions. ED 162 038
- Your Legal Rights and Responsibilities: A Guide for Public School Students. ED 162 040

Federal Programs
- Compensatory Education Study. Final Report to Congress from the National Institute of Education. ED 161 996
- Employment and Economic Issues of Low-Income Women: Report of a Project. ED 162 045
- Energy Conservation: A Management Report for State and Local Governments and A Technical Guide for State and Local Governments. ED 161 765
- An Evaluation of the Emergency School Aid Act Nonprofit Organization: Vol. II, A Description of Local Program Operations. ED 161 998
- An Evaluation of the Small College Consortium, 1977-78. A Title III Project. Part I: Survey Results. ED 161 311
- Federal Funds for Research and Development Fiscal Years 1977, 1978, and 1979, Volume XXVII. Detailed Statistical Tables, Appendix C. ED 161 726
- A Guide to Federal Funding in the Biological Sciences. ED 161 693
- Lifelong Learning and Public Policy. ED 160 859
- Some Latent Effects of Current Social Policies on the Elderly. ED 161 805

Federal Regulation
- Impact of Federal Intervention on Higher Education. AIR Forum Paper 1978. ED 161 364
- Major Federal Regulations Governing Social Science Research. ED 161 809
- Self-Study Report by Roosevelt University on the Impact of Government Programs and the Cost of Compliance With Government Regulations for the Sloan Commission on Government and Higher Education. ED 161 306

Federal State Relationship
- An Analysis of Alternatives for the Implementation of Part A, Sec. 111 (2) (A) and (B) Payment to States of Public Law 94-482. Final Report. ED 160 873
- The Neo-Conservative Critique of National Educational Policy: A Revision of the Revisionists. ED 161 132
- Procedures for Identifying Specific Learning Disabilities. ED 161 175
- State Postsecondary Education Institutional Authorization and Oversight. A National Report and Inservice Education Program. Summary and Synthesis of the Conference. ED 161 326

Females
- An Appraisal of the Industrial Cooperative Education Program Based on Responses from Students and Employers. Supplemental Report No. 3: The Women Students. ED 161 498
- Black Views of American Women: The View From Black Newspapers, 1865-1900. ED 161 987
- Competence and Sex Prejudice Is the Latter Disappearing? ED 160 916
- Concerns of Women in Educational Research and Development at Three Stages of Professional Development: Student Years, Early Postdoctoral Years, and Intermediate Professional Years. Research Memorandum. ED 161 317
- The Confidence Clinic: A Program for Self-Esteem, Independence, and Career Planning. ED 161 476
- Crossing Cultures Third World Women. A Book of Materials, Activities, and Ideas for the Classroom Teacher. ED 162 028
- Depression: A Social or a Mental Health Problem? Implications for the Health of Women. ED 160 931
- Employment and Economic Issues of Low-Income Women: Report of a Project. ED 162 045
- Female Access to Careers in Engineering Technology. Exemplary Project in Vocational Education Conducted under Section 132 of Public Law 94-482. Final Report. ED 160 829
- Final Report. Ethnic Minorities in American Labor Markets. ED 161 788
- Hypatia's Sisters: Biographies of Women Scientists - Past and Present. ED 161 729
- Is Female Leadership Perceived as a Disadvantage? ED 160 965
- Issues in the Recruitment, Professional Development, Promotion, and Remuneration of Women Faculty. Research Memorandum. ED 161 318
- Love's Pain: Anna Akhmatova and Sexual Politics. ED 161 045
- A Method for Monitoring University Faculty Salary Policies for Sex Bias. AIR Forum Paper 1978. ED 161 378
- People* Working . . . *Especially Women . . . A Book of Materials, Activities, and ideas for the Classroom Teacher. ED 162 025
- A Planning Program to Develop Career Path Workshops for Women Students. ED 161 511
- Postponing Marriage: The Influence of Schooling, Working, and Work Plans for Young Women. ED 161 790
- Professional Women's Groups, May 1978. ED 162 035
- Psychological Aspects of Female College Athletes. ED 161 832
- Real Women, Real Lives. Marriage, Divorce, Widowhood. ED 161 778
- Research Challenges and Opportunities. Paper from the Conference on Expanding the Role of Women in the Sciences (New York, New York, March 6-8, 1978). ED 161 691
- Responsiveness vs. Resources: The Implementation and Impact of Affirmative Action Programs for Women Scientists in Postsecondary Education. AIR Forum Paper 1978. ED 161 389
- Role Models and Career Salience in Older Female College Students in Psychology. ED 160 935
- Sex and Authority in the Workplace: The Causes of Sexual Inequality. Discussion Paper No. 506-78. ED 162 042
- So You Don't Want to be a Sex Object. Revised Edition. ED 161 829//
- The Student Personnel Worker as Teacher: Fostering Moral Devlopment in College Women. ED 160 930
- This Is You. Revised Edition. ED 161 831//
- Toward a True Marriage Partnership. ED 161 779
- Victim Emotional Response: Effects on Social Reaction to Victims of Rape. ED 160 904
- Volunteer Effectiveness in Counseling Chronically Depressed Women Outpatients. ED 160 903
- Where Feminism and Ethnicity Intersect: The Impact of Parallel Movements. Working Paper Series Number 16. ED 161 973//

Women and Peace And Vienna Conference: Women and Disarmament And Women, Power and Alternative Futures, Part I: Women and World Order And Women, Power and Alternative Futures, Part II: Women and Power. The Whole Earth Papers. Vol. 1, No. 6-8, Spring, 1978.
ED 161 798

Women in Non-Traditional Vocational Education in Secondary Schools. Final Report.
ED 160 806

The Women's Movement in the Seventies: An International English-Language Bibliography.
ED 161 992//

Women Traffic Officer Project. Final Report.
ED 160 825

Feminism

On Campus With Women.
ED 162 036

Where Feminism and Ethnicity Intersect: The Impact of Parallel Movements. Working Paper Series Number 16.
ED 161 973//

The Women's Movement in the Seventies: An International English-Language Bibliography.
ED 161 992//

Field Dependence Independence

The Effects of Inductive-Deductive Teaching Methods and Field-Dependence-Independence Cognitive Style Upon Student Achievement in Mathematics.
ED 161 700

Field Experience Programs

Family Oriented Field Experience in Geography.
ED 161 800

Internships for the Undergraduate Major at the Liberal Arts College.
ED 161 818

Field Studies

Report of a Seminar on Field Research Methods in Education. Conference Series No. 2.
ED 161 860

Filipino Americans

The Filipinos in Mountain View, California: A Census Type, Socioeconomic Survey.
ED 161 995

Film Criticism

The Celluloid Critic and the Student of Composition.
ED 161 061

Films

Scriptwriting for the Audio-Visual Media: Radio, Films, Television, Filmstrips, Slidefilms.
ED 161 049//

Final Reports

Family Resource Center. Final Report.
ED 161 205

PEECH OUTREACH (A Program for Early Education of Children with Handicaps) 1977-78 Final Report.
ED 161 204

Finance Reform

Predicting the Effect of New Jersey's New Educational Funding Law on Local Support for Education. New Jersey Urban Education Research Reports No. 3.
ED 161 115

A Source Book for Taxation: Myths and Realities.
ED 161 782

Taxation: Myths and Realities. A Courses by Newspaper Reader.
ED 161 783//

Financial Benefits

Rate of Return to Southern Maine and Northern Maine Vocational Technical Institutes. AIR Forum Paper 1978.
ED 161 386

Financial Needs

Adequacy of Budget Formulas for Balancing Institutional Needs and Resources in Non-Growth Periods. AIR Forum Paper 1978.
ED 161 333

The Determination of the Financial Needs of Adult Part-Time Students in Postsecondary Education. Final Report, Volume I.
ED 161 331

An Experience in Financial Health Analysis in Higher Education. AIR Forum Paper 1978.
ED 161 357

Institutional Financial Assessment: Methodology and Meaning. AIR Forum Paper 1978.
ED 161 369

An Overview of Rural Health Care Research.
ED 161 604

Simulation of Financial Needs and Contributions of Adult Part-Time Students. Final Report. Volume II.
ED 161 330

Financial Policy

Institutional Financial Assessment: Methodology and Meaning. AIR Forum Paper 1978.
ED 161 369

Long-Range Financial Planning in Minnesota: Exploring State Level Issues, Problems and Alternatives. AIR Forum Paper 1978.
ED 161 375

Space Costing in Colleges and Universities. AIR Forum Paper 1978.
ED 161 393

The Urban Impacts of Federal Policies: Vol. 3, Fiscal Conditions.
ED 162 038

Financial Problems

The Condition of Kentucky's Independent Colleges, 1971-72 to 1975-76. AIR Forum Paper 1978.
ED 161 345

The Earnings of Males and Marital Disruption. Discussion Paper No. 504-78.
ED 162 046

Financial Support

Evaluation of Funded Projects for Development of Vocational Instructional Materials (Conclusion of Two Year Project). Final Report. Vocational-Technical Education Research Report, Volume 15, Number 12.
ED 160 828

Federal Funds for Research and Development Fiscal Years 1977, 1978, and 1979, Volume XXVII. Detailed Statistical Tables, Appendix C.
ED 161 726

Fiscal Year 1978 State Funding Claims Processed and Paid by the Illinois Community College Board.
ED 161 507

PLATO Highlights, Fifth Revision.
ED 161 435

Predicting the Effect of New Jersey's New Educational Funding Law on Local Support for Education. New Jersey Urban Education Research Reports No. 3.
ED 161 115

Status of Office of Education's National Direct Student Loan Funds at Selected Postsecondary Education Institutions. Report by the Comptroller General of the United States.
ED 161 324

Fine Arts

SCDC Spanish Curricula Units. Fine Arts Strand, Unit 3, Grade One, Teacher's Guide Multi-Ethnic Edition.
ED 161 586

SCDC Spanish Curricula Units. Fine Arts Strand, Unit 6, Grade 2, Supplement & Ditto Packet.
ED 161 638

SCDC Spanish Curricula Units. Fine Arts Strand, Unit 6, Grade 2, Teacher's Guide Multi-Ethnic Edition.
ED 161 637

SCDC Spanish Curricula Units. Fine Arts Strand, Unit 7, Grade 3, Supplement & Ditto Packet.
ED 161 646

SCDC Spanish Curricula Units. Fine Arts Strand, Unit 7, Grade 3, Teacher's Guide Multi-Ethnic Edition.
ED 161 645

SCDC Spanish Curricula Units. Fine Arts Strand, Unit 8, Grade 3, Supplement & Ditto Packet.
ED 161 651

SCDC Spanish Curricula Units. Fine Arts Strand, Unit 8, Grade 3, Teacher's Guide Multi-Ethnic Edition.
ED 161 650

SCDC Spanish Curricula Units. Fine Arts Strand, Unit 9, Grade 3, Supplement & Ditto Packet.
ED 161 626

SCDC Spanish Curricula Units. Fine Arts Strand, Unit 9, Grade 3, Teacher's Guide.
ED 161 625

SCDC Spanish Curricula Units. Fine Arts, Unit 10, Grade 3, Supplement & Ditto Packet.
ED 161 614

SCDC Spanish Curricula Units. Fine Arts, Unit 10, Grade 3, Teacher's Guide.
ED 161 613

SCDC Spanish Curricula Units. Fine Arts, Unit 4, Grade Two, Teacher's Guide.
ED 161 639

SCDC Spanish Curricula Units. Fine Arts, Unit 4, Grade 2, Supplements & Ditto Packet.
ED 161 640

Finland

Small Schools and Combined Grades in Finland. Information Bulletin No 3, 1978.
ED 161 564

Fire Protection

Maryland Fire-Rescue Education and Training System. Organizational Design.
ED 160 832

Fire Science Education

Maryland Fire-Rescue Education and Training System. Organizational Design.
ED 160 832

First Amendment

Banned Books; 387 B.C. to 1978 A.D.
ED 161 065//

Fiscal Capacity

Municipal Overburden in New Jersey: An Assessment. New Jersey Urban Education Research Reports No. 2.
ED 161 114

Use of Income as a Measure of Local Fiscal Ability in the State School Aid Formula. Occasional Paper #10.
ED 161 159

Florida

A Resource Manual for the Development and Evaluation of Special Programs for Exceptional Students. Volume II-E: Emotionally Handicapped. Revised Edition.
ED 161 226

Florida Accountability Program

The Florida Accountability Program: An Evaluation of Its Educational Soundness and Implementation.
ED 161 954

Florida Educational Accountability Act 1976

The Florida Accountability Program: An Evaluation of Its Educational Soundness and Implementation.
ED 161 954

Followup Studies

Adult Vocational Education Follow Through. A System for Participant Feedback for Decision Makers. Final Report.
ED 160 865

Data Collection Activities for the Second Follow-Up (August 1974 through June 1975). National Longitudinal Study of the High School Class of 1972. Final Report.
ED 161 919

First Follow-Up Survey. Final Methodological Report. Longitudinal Studies of Educational Effects. National Longitudinal Study of the High School Class of 1972.
ED 161 921

A Survey: Perceptions of the College of Lake County's G.E.D. Program as Seen by Former Students and Area Personnel Managers.
ED 161 471

Texas Student Information System Non-Returning Student Sub-System. A Follow-Up Study.
ED 161 463

Food Service Occupations

Selected Attitudes Dealing with Individualized and Traditional Instruction.
ED 160 814

Foods Instruction

Home Economics for Oregon Schools. Nutrition & Foods.
ED 160 789

Foreign Accents

A Study of English Second Language Phonology. CUNYForum, No. 3.
ED 161 282

Foreign Countries

An Alternative Pattern of Basic Education: Radio Santa Maria. A Study Prepared for the Unesco Institute for Education in Collaboration with the International Educational Reporting Service. An International Bureau of Education Series: Experiments and Innovations in Education, No. 30.
ED 160 768//

Canadian Universities and Colleges. Amended Version. Reference Papers. No. 106.
ED 161 321

Guidelines for a New Model of University Administration. AIR Forum Paper 1978.
ED 161 361

Hinterbrand Lodge Outdoor Education Center. Program Information.
ED 161 578

The Teaching Profession in the World of Tomorrow. National Reports on the Theme for 1978 in Their Original Languages.
ED 161 874

Foreign Culture

Resources for Schools: Multicultural Education.
ED 161 445

Socio-Political Use of Physical Activity in the United States, The Soviet Union and China.
ED 161 858

Foreign Language Books

Resources for Schools: Multicultural Education.
ED 161 445

Formative Evaluation

The Developmental Testing of A101: A Follow-up Study.
ED 161 446

The Role of Formative Research in Evaluating Specific Curriculum-Based Television Programs at the Primary Level.
ED 161 448

Uses and Abuses of Evaluation in Continuing Education Programs: On the Frequent Futility of Formative, Summative, and Justificative Evaluation.
ED 160 734

Formative Evaluation Heuristic Research Practicum

FEHR-Practicum: A Computer-Simulation Approach to Teaching Research and Evaluation Methods.
ED 161 935

Formula Budgeting

Adequacy of Budget Formulas for Balancing Institutional Needs and Resources in Non-Growth Periods. AIR Forum Paper 1978.
ED 161 333

Foster Family

Citizen Action Manual: How to Effect Change in the Adoption/Foster Care System.
ED 161 513

Foster Parent Training Project: Course Outlines. (Revised Edition).
ED 161 515

Foster Parent Training Project

Foster Parent Training Project: Course Outlines. (Revised Edition).
ED 161 515

Foundation Programs

The Carnegie Corporation of New York and American Educational Policy 1945-1970.
ED 161 329

The John and Mary R. Markle Foundation Annual Report, 1976/77.
ED 161 457

France

English Language Teaching Profile: France.
ED 161 285

Fraternities

Perceptions of Sorority and Fraternity Rush. Survey Report. Student Life Research Service.
ED 161 322

Freedom of Speech

Banned Books; 387 B.C. to 1978 A.D.
ED 161 065//

Conflicting Compelling Interests: Notes toward a Communication Approach to Censorship of Sexually Explicit Material.
ED 161 040

Journalists and Terrorism: Captives of the Libertarian Tradition.
ED 161 070

French Literature

Literary Studies in a Broader Context. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5.
ED 161 249//

Friendship

Self-Disclosure as a Relationship Disengagement Strategy: An Exploratory Investigation.
ED 161 104

Fuel Consumption

Energy Conservation: A Management Report for State and Local Governments and A Technical Guide for State and Local Governments.
ED 161 765

Full State Funding

Fiscal Year 1978 State Funding Claims Processed and Paid by the Illinois Community College Board.
ED 161 507

Functional Reading

An Implementation of a Functional Reading Program.
ED 161 017

Theme: Basic/Survival Reading Skills.
ED 161 013

Fused Curriculum

An Investigation of Consumer Education Course Content and Methodology and Related Needs of Consumer Education Teachers in Missouri. Final Report.
ED 160 887

Penetrating School Strata through Career Education. Program Evaluation.
ED 160 778

Futures (of Society)

Christian Voices on World Order. The Whole Earth Papers, Vol. 1, No. 10.
ED 161 796

Education and Work in the Future.
ED 161 504

Forecasting Social Trends as a Basis for Formulating Educational Policy.
ED 161 786

Foreign Language Study for a World in Transition. The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9.
ED 161 256//

A New Public School Compromise for the Twenty-first Century: New Mechanisms for Formulating Educational Policy.
ED 161 814

The Teaching Profession in the World of Tomorrow. National Reports on the Theme for 1978 in Their Original Languages.
ED 161 874

Gambia

English Language Teaching Profile: The Gambia.
ED 161 286

Games

Evaluation of Mathematical Thinking. Discussion Paper No. 3.
ED 161 557

General Education

The Development and Evaluation of an Interdisciplinary Cognitive-Affective Approach to General Education Mathematics.
ED 161 766

General High School Mathematics.
ED 161 767

General Educational Development Program

GED Testing: The High School Equivalency Diploma. Preparation for Health Career Advancement for American Indians and Alaska Natives.
ED 161 959

General Educational Development Tests

A Survey: Perceptions of the College of Lake County's G.E.D. Program as Seen by Former Students and Area Personnel Managers.
ED 161 471

General Mathematics

General High School Mathematics.
ED 161 767

General Science

Apollo-Soyuz Pamphlet No. 9: General Science. Apollo-Soyuz Experiments in Space.
ED 161 725

Generative Semantics

Theoretical Foundations in Linguistics and Related Fields. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5.
ED 161 252//

Geographic Location

Farm Population Estimates for 1977. Rural Development Research Report No. 4.
ED 161 607

Geographic Regions

Geography of the Bible as an Academic Subject in Geography.
ED 161 811

Geography

Geography of the Bible as an Academic Subject in Geography.
ED 161 811

Internships for the Undergraduate Major at the Liberal Arts College.
ED 161 818

Geography Instruction

Family Oriented Field Experience in Geography.
ED 161 800

Geographers as Planners: What Skills Does the Job Require.
ED 161 806

Geography of the Bible as an Academic Subject in Geography.
ED 161 811

Georgia

Are Statewide Data Systems Meeting the Local Institution's Needs? AIR Forum Paper 1978.
ED 161 337

Differences in Students' Interest toward Five Areas of the Social Studies.
ED 161 807

Georgia Comprehensive Career Guidance Project

Audit and Evaluation of the Georgia Comprehensive Career Guidance Project, Grades 7-12. Final Report.
ED 160 874

Career Guidance in Georgia. A Program Development Guide.
ED 160 850

Comprehensive Career Guidance. Career Guidance Curriculum. Staff Development K-6.
ED 160 844

Comprehensive Career Guidance. Classroom Meetings. Staff Development K-6.
ED 160 847

Comprehensive Career Guidance. Competency Rating Scale Manual. Grades K-1.
ED 160 836

Comprehensive Career Guidance. Competency Rating Scale Manual. Grades 2-4.
ED 160 837

Comprehensive Career Guidance. Competency Rating Scale Manual. Grades 5-6.
ED 160 838

Comprehensive Career Guidance. Developing Self Worth. Staff Development K-6.
ED 160 848

Comprehensive Career Guidance. Improving Classroom Behavior. Staff Development K-6.
ED 160 845

Comprehensive Career Guidance. Methods Guide. K-6 Career.
ED 160 842

Comprehensive Career Guidance. Parent Education and Consultation. Staff Development K-6.
ED 160 846

Comprehensive Career Guidance. Responsible Assertiveness Training. Staff Development K-6.
ED 160 849

Deliberate Psychological Education. Growth through Human Understanding. Leader's Handbook.
ED 160 858

The Educational Environment. Leader's Handbook .
ED 160 854

Facilitating Interpersonal Skills Development: A Human Relations Training Approach.
ED 160 851

Individual Advisory System.
ED 160 856

Life Career Planning: Values, Decisions and Goals. Leader's Handbook .
ED 160 852

A Needs Based Vocational Guidance Program. Exemplary Project in Vocational Education Conducted under Part C of Public Law 90-576. Final Report.
ED 160 835

Relating with Significant Others. Leader's Handbook .
ED 160 853

Self Validation: Putting the Pieces Together. Leader's Handbook .
ED 160 855

Staff Development in Career Guidance: A Facilitator's Handbook.
ED 160 843

Work and Leisure Environments. Leader's Handbook .
ED 160 857

Gerontology

The Social-Psychological Aspects of Aging.
ED 160 908

Gifted

Center for Career Education in the Arts. Annual Report, July 1, 1975 to June 30, 1976.
ED 160 803

Educational Planning for the Gifted. Overcoming Cultural, Geographic and Socioeconomic Barriers
ED 161 173

The Educational Programs Audit Dress Rehearsal; Paradigm One: Practice Makes Perfect or How a New Approach to the Audit Helps Programs Succeed.
ED 161 213

The Education of Gifted and Talented - A Basic Overview.
ED 161 223

Evaluating Career Education in the Arts: The Arts Center, Pawtucket, Rhode Island.
ED 160 802

Gifted and Talented Children: Update. Program 112.
ED 161 210

Gifted and Talented Students. What Research Says to the Teacher.
ED 161 222

Guidelines for Developing a Program for the Gifted and Talented. An Adaptation of a Model Provided by James Curry.
ED 161 224

Highline's Career Education for Gifted & Talented Students. Annual Report.
ED 160 796

Nurturing Academic Talent in Early Childhood: Math.
ED 161 529

Nurturing Academic Talent in Early Childhood: Reading.
ED 161 528

Nurturing Academic Talent in Early Childhood: Science.
ED 161 530

Nurturing Creative Talent in Early Childhood.
ED 161 531

Nurturing Intellectual Talent in Early Childhood.
ED 161 527

Nurturing Leadership Talent in Early Childhood.
ED 161 532

Nurturing Psychomotor Talent in Early Childhood.
ED 161 534

Nurturing Talent in the Visual and Performing Arts in Early Childhood: Art and Music.
ED 161 533

Global Approach

Christian Voices on World Order. The Whole Earth Papers, Vol. 1, No. 10.
ED 161 796

Foreign Language Study for a World in Transition. The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9.
ED 161 256//

Global Concerns for Education.
ED 161 822

A Hierarchy of Human Rights.
ED 161 787

Human Rights and Foreign Policy. Headline Series 241.
ED 161 820//

Indian Voices on World Order. The Whole Earth Papers, Vol. 1, No. 5, Winter, 1978.
ED 161 799

The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9.
ED 161 255

The Peace Paradigm And Housing and World Order And Hunger and World Order And Hunger and World Order: Shaping a Moral Vision. The Whole Earth Papers, Vol. 1, No. 1-4, Fall, 1977.
ED 161 797

A Preliminary Study of the Obstacles to, the Status of and Potential for Education for the Promotion of Disarmament. Seminar on the Obstacles to Disarmament and the Ways of Overcoming Them (3-7 April 1978).
ED 161 789

Women and Peace And Vienna Conference: Women and Disarmament And Women, Power and Alternative Futures, Part I: Women and World Order And Women, Power and Alternative Futures, Part II: Women and Power. The Whole Earth Papers. Vol. 1, No. 6-8, Spring, 1978.
ED 161 798

Goal Orientation

Goal Attainment Scaling: A Primary Method of Treatment and Program Evaluation in Project SAIL - A Special Education Dropout Prevention Program.
ED 161 191

Life Career Planning: Values, Decisions and Goals. Leader's Handbook .
ED 160 852

Perceived Blockages in the Occupational Attainment of Southern Black Youth.
ED 162 010

Goodman Taxonomy

A Psycholinguistic Description of Selected Deaf Children Reading in Sign Language.
ED 160 994

Governance

A New Public School Compromise for the Twenty-first Century: New Mechanisms for Formulating Educational Policy.
ED 161 814

Toward Civic Responsibility.
ED 161 808

Washington State System of Community Colleges.
ED 161 479

Governing Boards

Governing Boards & Community Councils: Building Successful Partnerships. Keys to Community Involvement Series: 6.
ED 161 122

Government Employees

Black Employment in Kentucky State Agencies, Seventh Report. An Analysis of Job Levels, Salaries and Hiring Patterns as of November, 1975.
ED 161 974

Indian Employment in New Mexico State Government.
ED 161 566

Indian Employment in New Mexico State Government: 1977.
ED 161 567

The Quest for Equal Employment Opportunity in Oklahoma State Government. A Report Prepared by the Oklahoma Advisory Committee to the United States Commission on Civil Rights.
ED 162 011

Government Role

Can Welfare Reform Eliminate Poverty? Discussion Paper No. 517-78.
ED 162 049

Conflicting Compelling Interests: Notes toward a Communication Approach to Censorship of Sexually Explicit Material.
ED 161 040

Environmental Education and Outdoor Recreation. 1978 Nationwide Outdoor Recreation Plan. Task Force Report.
ED 161 698

Federal Aid, Urban Schools and State Responsibility for Quality of Life.
ED 161 971

Intergovernmental Conference on Environmental Education Organized by UNESCO in Co-operation with UNEP (Tbilisi, USSR, 14-26 October 1977). Final Report.
ED 161 711//

Paying for Pollution: Water Quality and Effluent Charges. Proceedings from a Conference (Chicago, Illinois, May 19, 1977).
ED 161 703

Should the Federal Government Implement a Program Which Guarantees Employment Opportunities for All U.S. Citizens in the Labor Force? Inter-Collegiate Debate Topic, 1978-1979, Pursuant to Public Law 88-246.
ED 160 900

State Postsecondary Education Institutional Authorization and Oversight. A National Report and Inservice Education Program. Summary and Synthesis of the Conference.
ED 161 326

The Urban Impacts of Federal Policies: Vol. 3, Fiscal Conditions.
ED 162 038

Government School Relationship

Guidelines for Local Advisory Councils on Vocational-Technical Education. (Revised).
ED 160 728

Impact of Federal Intervention on Higher Education. AIR Forum Paper 1978.
ED 161 364

Region V Invitational Workshop on Professional Development. Final Evaluation Report.
ED 160 788

Self-Study Report by Roosevelt University on the Impact of Government Programs and the Cost of Compliance With Government Regulations for the Sloan Commission on Government and Higher Education.
ED 161 306

A State-National Information Network for Independent Higher Education. AIR Forum Paper 1978.
ED 161 394

State Postsecondary Education Institutional Authorization and Oversight. A National Report and Inservice Education Program. Summary and Synthesis of the Conference.
ED 161 326

Study of Vocational Education Involvement with Apprenticeship Programs in Illinois. Executive Summary.
ED 160 805

To Search or Not to Search!
ED 160 936

Governmental Structure

Department of Education Organization Act of 1978. Report of the Committee on Governmental Affairs, United States Senate, to Accompany S.991 to Establish a Department of Education and for Other Purposes, Together with Additional Views.
ED 161 150

Grade Inflation

A Longitudinal Study of Grades in 144 Undergraduate Courses. AIR Forum Paper 1978.
ED 161 374

Grade Point Average

A Longitudinal Study of Grades in 144 Undergraduate Courses. AIR Forum Paper 1978.
ED 161 374

Grade Prediction

Sex Differences in Attribution of Achievement and Actual Achievement.
ED 160 963

Grade 2

Using Instructional Television Videocassettes as an Alternative Supplement to the Reading and Mathematics Instruction in Albert Sidney Johnston Elementary School.
ED 161 404

Graded Units for Interactive Dictation Operation

Computer-Based Recognition of Perceptual Patterns in Harmonic Dictation Exercises.
ED 161 411

Grades (Scholastic)

Grading Policies of the Public Two-Year Community Colleges in Michigan, Fall 1977.
ED 161 496

Withdrawal Policies of Michigan's Public Community Colleges.
ED 161 494

Grading

Grading Policies of the Public Two-Year Community Colleges in Michigan, Fall 1977.
ED 161 496

A Longitudinal Study of Grades in 144 Undergraduate Courses. AIR Forum Paper 1978.
ED 161 374

Withdrawal Policies of Michigan's Public Community Colleges.
ED 161 494

Graduate Record Examinations

Minority Admissions and Performance in Graduate Study: A Preliminary Study of Fellowship Programs of the Ford Foundation and the Danforth Foundation.
ED 161 979

Graduate Students

Temporal Adjustment in Academic Labor Markets: Time to Ph.D. AIR Forum Paper 1978.
ED 161 397

Graduate Study

The Purpose of the In-Service Program for Graduate Students.
ED 161 056

Temporal Adjustment in Academic Labor Markets: Time to Ph.D. AIR Forum Paper 1978.
ED 161 397

Graduate Surveys

A Comparative Study of the First Full-Time Job and Salary After Graduation for Selected Vocational/Technical/Professional Business Graduates from High School, Two-Year Colleges, and Four-Year Colleges. AIR Forum Paper 1978.
ED 161 343

First Follow-Up Survey. Final Methodological Report. Longitudinal Studies of Educational Effects. National Longitudinal Study of the High School Class of 1972.
ED 161 921

Long-Term Stability of Students' Evaluations: A Longitudinal Study. AIR Forum Paper 1978.
ED 161 376

One Year and Four Years Later...1977: A Study of Graduates from 1976 and 1973.
ED 161 475

What Really Happened to the Class of '75? A College Experience Survey.
ED 161 316

1973 Career Graduates: A Profile of CUNY Community College Students.
ED 161 470

Graduation Requirements

A Model for the Development of a Competency-Based High School Diploma Program at the Local School District Level.
ED 161 151

Grants

Index of Interim, Supplemental, and Final Reports from Career Education Pilot Projects Supported under Part C and Part D of Public Law 90-576.
ED 160 894

The John and Mary R. Markle Foundation Annual Report, 1976/77.
ED 161 457

Graphology

Evaluating Sexual Behavior from Writing Characteristics.
ED 161 057

Greece

Decision-Making in Educational Systems: The Experience in Three OECD Countries. Country Projects: Synthesis and Evaluation, Volume I.
ED 161 794

Decision-Making in Educational Systems: The Experience in Three O.E.C.D. Countries. Country Reports: Summaries, Volume II.
ED 161 795

Greek Civilization

Communication Arts in the Ancient World.
ED 161 108//

Grief

What to Say'' and What Not to Say'' to the Sudden Infant Death Syndrome Parent.
ED 161 111

Group Activities

Exercises in Persuasion.
ED 161 098

Staff Development in Career Guidance: A Facilitator's Handbook.
ED 160 843

Things to do to Build Communication and Trust.
ED 160 927

Group Behavior

The Effects of Sexual Composition and Group Size on Individual Effort.
ED 160 959

Group Dynamics

Community Groups: Keeping Them Alive & Well. Keys to Community Involvement Series: 1.
ED 161 117

Effective Groups: Guidelines for Participants. Keys to Community Involvement Series: 9.
ED 161 125

Governing Boards & Community Councils: Building Successful Partnerships. Keys to Community Involvement Series: 6.
ED 161 122

Group Leadership: Understanding, Guiding, & Sharing. Keys to Community Involvement Series: 15.
ED 161 131

Group Progress: Recognizing & Removing Barriers. Keys to Community Involvement Series: 10.
ED 161 126

Is Female Leadership Perceived as a Disadvantage?
ED 160 965

Measuring and Improving Group Effectiveness. Keys to Community Involvement Series: 11.
ED 161 127

Staff Development in Career Guidance: A Facilitator's Handbook.
ED 160 843

Comparing Ways of Altering Parent-Child Interaction.
ED 161 558

Family Oriented Field Experience in Geography.
ED 161 800

Sentence Combining and Reading.
ED 161 080

Group Membership

Where Feminism and Ethnicity Intersect: The Impact of Parallel Movements. Working Paper Series Number 16.
ED 161 973//

Group Relations

Community Groups: Keeping Them Alive & Well. Keys to Community Involvement Series: 1.
ED 161 117

Effective Groups: Guidelines for Participants. Keys to Community Involvement Series: 9.
ED 161 125

Group Decision Making: Styles & Suggestions. Keys to Community Involvement Series: 2.
ED 161 118

Group Progress: Recognizing & Removing Barriers. Keys to Community Involvement Series: 10.
ED 161 126

Measuring and Improving Group Effectiveness. Keys to Community Involvement Series: 11.
ED 161 127

Problem Solving. A Five-Step Model. Keys to Community Involvement Series: 3.
ED 161 119

Group Status

The Effects of Role Playing in Elementary School Classrooms on Children with Low Sociometric Status. Final Report 50.3.
ED 161 837

Group Structure

Staff Development in Career Guidance: A Facilitator's Handbook.
ED 160 843

Two Year Study of the Effect of Group Therapy on Teacher Perceived Classroom Behavior of Hyperactive Children.
ED 161 177

Group Unity

Staff Development in Career Guidance: A Facilitator's Handbook.
ED 160 843

Grouping (Instructional Purposes)

Comparing Public Relations' Lifestyles in a Campaigns Course.
ED 161 069

Groups

Responsibility for Educational Tasks: Role Perceptions in West Virginia.
ED 161 847

Guidance

Strategies for Equality: Guidance, Social Studies, Physical Education.
ED 162 027

Guidance Centers

Recommendations for Developing Career Centers.
ED 161 483

Guidance Counseling

A Model for a Human Potential Seminar in a Small, Private Junior College.
ED 161 503

The Role of Guidance in Business Education.
ED 160 831

Guidance Functions

Education for Business. Program Planning Guide & Courses of Study. Revised.
ED 160 834

Guidance Objectives

Model for Articulated Counseling Services. Final Report. Research Series No. 49.
ED 160 812

Guidance Programs

A Model for Developing and Operating an Adult Career Guidance Center.
ED 160 917

Recommendations for Developing Career Centers.
ED 161 483

Guidance Services

Guidance Services for the Physically Disabled Two-Year College Student: A Counselor's Manual.
ED 161 490

Guidelines

Criteria for Modern School Library Media Programs.
ED 161 440

Equal Rights for Women in Education. Model Policy Statement and Guidelines for Implementation: The Elimination of Bias and Stereotyping on the Basis of Sex in Instructional Materials, Teacher Strategies and Curriculum Content.
ED 161 848

FRAC's Guide to the School Lunch and Breakfast Programs.
ED 161 113

Guidelines for Local Advisory Councils on Vocational-Technical Education. (Revised).
ED 160 728

Guidelines for Specification of Competencies.
ED 161 449

Guidelines for the Professional Preparation of Reading Teachers.
ED 161 006

Handling the Band-Aids and Major Surgery Jobs in Instructional Development: Viva La Difference in Action.
ED 161 432

Program Evaluation Skills for Busy Administrators.
ED 161 887

Uses and Abuses of Evaluation in Continuing Education Programs: On the Frequent Futility of Formative, Summative, and Justificative Evaluation.
ED 160 734

50 Ways to Get More Out of Your Advisory Committee.
ED 160 748

Guides

Evaluation in Extension.
ED 161 885

How to Write Criterion-Referenced Tests for Spanish-English Bilingual Programs.
ED 161 281

Gynecology

This Is You. Revised Edition.
ED 161 831//

Hamstring

Hamstring Injuries An Examination of Possible Causes.
ED 161 840

Handicapped

Development and Field Test of a Multi-Purpose Computerized Vocational Counseling Program for Providing Placement, Occupational and Educational Information to Unemployed Adults, Handicapped Persons and Inmates in Correctional Institutions. Final Report. Volume I of III: Project Results.
ED 160 736

Seventh National Conference on Physical Activity for the Exceptional Individual.
ED 161 857

A Working Conference on Science Education for Handicapped Students: Proceedings (April 3-5, 1978).
ED 161 714

Handicapped Children

Arts for the Handicapped Child. Why?
ED 161 214

Beggers, Builders, Brothers.
ED 161 179

Career Education Programming for the Handicapped: Cooperative Personnel Preparation. Final Report.
ED 161 178

Counseling the Hearing Impaired Child in the Public Schools: Techniques and Strategies.
ED 160 912

Due Process in Special Education: A Step-by-Step Resource Manual for Hearing Officers.
ED 161 174

An Evaluation of the Hearing and Speech Agency Infant-Parent Program.
ED 161 234

Exceptional Students in Secondary Schools. A Report from the CEC Invisible College on Learning and Behavioral Problems of Handicapped Students in Secondary School Programs.
ED 161 172

Exemplary Programs in Special Education. National Diffusion Network.
ED 161 194

Final Report on Hearing and Speech Agency Infant-Parent Project (Program Performance Report for Handicapped Children's Early Education Project). July 1, 1976 Through June 30, 1977.
ED 161 229

Final Technical Report of the California Learning Resource Center. September 1, 1974 Through May 31, 1977.
ED 161 232

Final Technical Report of the Pennsylvania Area Learning Resource Center. September 1, 1974 Through May 31, 1977.
ED 161 231

Final Technical Report of the Pennsylvania Regional Resource Center. June 1, 1974 Through May 31, 1977.
ED 161 230

High/Scope Foundation - B.E.H. Special Project for the Preparation of Preschool Specialists. Final Report.
ED 161 215

Individual Educational Plans, How Well Do They Work?
ED 161 235

The Long Beginning: An Overview of the First 150 Years of Federal Legislation and Funding for the Handicapped.
ED 161 211

Needs Assessment Procedure: Mainstreaming Handicapped. Volume I. Final Technical Report.
ED 160 891

Needs Assessment Procedure: Mainstreaming Handicapped. Volume II. A Manual for Vocational Education Administrators. Final Report.
ED 160 892

Nurturing Academic Talent in Early Childhood: Math.
ED 161 529

Nurturing Academic Talent in Early Childhood: Reading.
ED 161 528

Nurturing Academic Talent in Early Childhood: Science.
ED 161 530

Nurturing Creative Talent in Early Childhood.
ED 161 531

Nurturing Intellectual Talent in Early Childhood.
ED 161 527

Nurturing Psychomotor Talent in Early Childhood.
ED 161 534

Nurturing Talent in the Visual and Performing Arts in Early Childhood: Art and Music.
ED 161 533

The Parent is a Teacher.
ED 161 541

PEECH OUTREACH (A Program for Early Education of Children with Handicaps) 1977-78 Final Report.
ED 161 204

P.L. 94-142 Not Just a Law - A Darn Good Idea'' A Resource Packet for Use in the Conference: Advancing the Handicapped and School Administration.
ED 161 188

Product Listing. An Annotated Bibliography of Materials Developed by Eastern HCEEP Programs.
ED 161 225

Promising Practices in Mainstreaming for the Secondary School Principal.
ED 161 189

Research, Development and Demonstration Center in Education of Handicapped Children. Final Report.
ED 161 201

A Review of Related Literature Concerning Components of Systems and Studies That Impact on Identification and Selection of EMRs and Slow Learners for Vocational Programs.
ED 160 817

State of Iowa Plan for Physical Education for Handicapped Students. Discussion Copy.
ED 161 237

The Status of Handicapped Children in Head Start Programs. Fifth Annual Report of the U.S. Department of Health, Education, and Welfare to the Congress of the U.S. on Services Provided to Handicapped Children in Project Head Start.
ED 161 181

ToyBrary: A Toy Lending Library for Parents and Children.
ED 161 228

Handicapped Childrens Early Education Program

Product Listing. An Annotated Bibliography of Materials Developed by Eastern HCEEP Programs.
ED 161 225

Handicapped Students

Determination of Missouri Home Economics Teachers' Training Needs Related to Instruction of Handicapped Students. Final Report.
ED 160 867

Guidance Services for the Physically Disabled Two-Year College Student: A Counselor's Manual.
ED 161 490

A Working Conference on Science Education for Handicapped Students: Proceedings (April 3-5, 1978).
ED 161 714

Handwriting

Evaluating Sexual Behavior from Writing Characteristics.
ED 161 057

Hawaii

Selected Characteristics, Classified & Unclassified (Regular) Students; Community Colleges, Fall 1978.
ED 161 467

Hawaiian

A Preliminary Investigation of Communication Skills among Rural Hawaiian Children. Technical Report No. 73.
ED 161 087

A Study of Cued Free Recall Learning among Rural Hawaiian Children Using Standardized Norms. Technical Report No. 71.
ED 161 022

Health

Health Sciences: A Dissertation Bibliography.
ED 161 664

A Manpower Policy for Primary Health Care: Report of a Study.
ED 161 768

Poverty and Health: Economic Causes and Consequences of Health Problems.
ED 162 008//

Health Activities

A Health Education Program for Parents and Children Who Exhibit High Risk Factors of Coronary Heart Disease.
ED 161 839

Health Education

The Changing Health Knowledges of College Students.
ED 161 843

A Health Education Program for Parents and Children Who Exhibit High Risk Factors of Coronary Heart Disease.
ED 161 839

Making Health Education Work.
ED 161 841//

School Health Curriculum Project for Southeastern Michigan. Evaluation Report: School Implementation of Program.
ED 161 901

Health Needs

The Impact of Health System Changes on the Nation's Requirements for Registered Nurses in 1985. Health Manpower References.
ED 160 901

Health Occupations Education

Coordinated In-Service Activities for Health Occupations Teachers in Central Pennsylvania. Final Report. Vocational-Technical Education Research Report. Health Occupations, Monograph Number 8. Volume 16, Number 2 (Departmental Classification Number).
ED 160 741

Part 22: Biomedical Enrichment Programs for Disadvantaged Secondary Students. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Fifth Congress, Second Session on H.R. 10736.
ED 161 999

Health Personnel

An Overview of Rural Health Care Research.
ED 161 604

Health Programs

A Health Education Program for Parents and Children Who Exhibit High Risk Factors of Coronary Heart Disease.
ED 161 839

Health Vocabulary, 1966. Guide for Translation into the Language, Chinyanja, of the Host Country, Malawi.
ED 161 241

Making Health Education Work.
ED 161 841//

Health Services

Child Cancer Control. Report on a Working Group.
ED 161 554

The Impact of Health System Changes on the Nation's Requirements for Registered Nurses in 1985. Health Manpower References.
ED 160 901

Hearing and Speech Infant Parent Program

An Evaluation of the Hearing and Speech Agency Infant-Parent Program.
ED 161 234

Hearing Officers

Due Process in Special Education: A Step-by-Step Resource Manual for Hearing Officers.
ED 161 174

Hearings

Due Process in Special Education: A Step-by-Step Resource Manual for Hearing Officers.
ED 161 174

Oversight Hearing on Facility Construction Needs in Puerto Rico. Hearing Before the Subcommittee on Postsecondary Education of the Committee on Education and Labor, House of Representatives, Ninety-Fifth Congress, Second Session.
ED 161 325

Heart Disease

A Health Education Program for Parents and Children Who Exhibit High Risk Factors of Coronary Heart Disease.
ED 161 839

Helping Relationship

Home Management 7: Child Care Unit. Course Objectives, Content Analysis, Supporting Objectives and Content Generalizations.
ED 160 791

Issues in Developmental Disabilities Evaluation and Advocacy.
ED 161 185

The Neighborhood Factor in Problem Coping, Help Seeking and Social Support: Research Findings and Suggested Policy Implications.
ED 160 968

High Achievers

The Effect of Choice Format on Internal Consistency.
ED 161 940

High School Curriculum

A Course in Death Education as a Factor In Influencing Attitudes Toward Death of Juniors Enrolled in a Parochial High School.
ED 160 953

High School Equivalency Programs

Adult Basic Education Sourcebook: Answers to Questions Commonly Asked by ABE/GED Instructors.
ED 160 899

GED Testing: The High School Equivalency Diploma. Preparation for Health Career Advancement for American Indians and Alaska Natives.
ED 161 959

A Survey: Perceptions of the College of Lake County's G.E.D. Program as Seen by Former Students and Area Personnel Managers.
ED 161 471

High School Graduates

First Follow-Up Survey. Final Methodological Report. Longitudinal Studies of Educational Effects. National Longitudinal Study of the High School Class of 1972.
ED 161 921

High School Students

College Without Fear: Preparing Students for the Predictable Crises of Post-Secondary Experience.
ED 160 957

Growing Up American; Schooling and the Survival of Community.
ED 161 577//

Student Activity Workbook for Use with Finding Information in the Library.
ED 161 461

Higher Education

Canadian Universities and Colleges. Amended Version. Reference Papers. No. 106.
ED 161 321

Comparing Perceived Outcomes of Different Planning Activities. AIR Forum Paper 1978.
ED 161 344

Computer-Based Recognition of Perceptual Patterns in Harmonic Dictation Exercises.
ED 161 411

The Effects of a Dual Labor Market in Higher Education. AIR Forum Paper 1978.
ED 161 352

Elements of an Economic Impact Study (Or Building on the ACE Model). AIR Forum Paper 1978.
ED 161 353

Enrollment Projections When the System Changes. AIR Forum Paper 1978.
ED 161 354

Federal Funds for Research and Development Fiscal Years 1977, 1978, and 1979, Volume XXVII. Detailed Statistical Tables, Appendix C.
ED 161 726

Five Approaches to Increasing Participation of Talented Women in Science Careers. Paper Presented at the Annual Meeting of the National Science Teachers Association (Washington, D.C., April 1978).
ED 161 690

From Carver to Hill, and On.
ED 162 015

Guide to Effective Teaching. A National Report on Eighty-One Outstanding College Teachers and How They Teach.
ED 161 856//

Has the Golden Age of Higher Education Come to an Abrupt End? AIR Forum Paper 1978.
ED 161 362

Impact of Federal Intervention on Higher Education. AIR Forum Paper 1978.
ED 161 364

Information Will Not Make You Well. MIS Re-examined. AIR Forum Paper 1978.
ED 161 367

Institutional Financial Assessment: Methodology and Meaning. AIR Forum Paper 1978.
ED 161 369

Institutional Research as a Service Function of Higher Education: A Consortium Arrangement with Public School Districts. AIR Forum Paper 1978.
ED 161 370

Minicourses in Astrophysics, Modular Approach, Vol. I.
ED 161 705

Minicourses in Astrophysics, Modular Approach, Vol. II.
ED 161 706

National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Abstract.
ED 161 731

National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Air.
ED 161 732

National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Composite I (Environmental Engineering/Health).
ED 161 733

National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Composite II (Education/Ecology).
ED 161 734

National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Energy.
ED 161 735

National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Noise.
ED 161 736

National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Pesticides.
ED 161 737

National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Potable Water II (Multiple Degree Programs).
ED 161 739

National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Potable Water I (Single Degree Programs).
ED 161 738

National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Radiation.
ED 161 741

National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Solid Waste.
ED 161 742

National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Summary.
ED 161 745

National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Wastewater II (Multiple Degree Programs).
ED 161 744

National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Wastewater I (Single Degree Programs).
ED 161 743

On Campus With Women.
ED 162 036

PERC and NCHEMS: A Comparison. AIR Forum Paper 1978.
ED 161 380

Present Status and Future Directions of University-Based Continuing Education in Nursing.
ED 160 824

The Role of Institutional Research in the College and University Marketing Process. AIR Forum Paper 1978.
ED 161 391

Social Work Practice with American Indians. A Schema for the Identification and Inclusion of American Indian Content Into the Social Work Curriculum.
ED 161 563

A State-National Information Network for Independent Higher Education. AIR Forum Paper 1978.
ED 161 394

Statistical Handbook of Science Education.
ED 161 663

The Status and Future of Minority Group Representation in the Graduate and Professional Programs.
ED 161 977

Strategic Decision Making in Colleges and Universities. AIR Forum Paper 1978.
ED 161 395

Higher Education Act

A Study of Library Cooperatives, Networks and Demonstration Projects. Final Report. Volume I: Findings and Recommendations.
ED 161 405

A Study of Library Cooperatives, Networks and Demonstration Projects. Final Report. Volume II: Case Study Reports: Twelve Projects Supported by the HEA II-B Library Research and Demonstration Program and LSCA III Multitype Library Cooperation and Networking in Ten States.
ED 161 406

Higher Education Planning System

Multi-Level Information Systems. AIR Forum Paper 1978.
ED 161 379

Hinterbrand Lodge

Hinterbrand Lodge Outdoor Education Center. Program Information.
ED 161 578

Historical Reviews

American Ethnic Groups.
ED 162 032//

From Carver to Hill, and On.
ED 162 015

Interactions of a Developing Medical School and an Urban Community. Paper Presented at the Annual Meeting of the American Association for the Advancement of Science (Boston, Massachusetts, 1976).
ED 161 660

Pictorial Sequences As the Basis for Tests of Reasoning.
ED 161 931

PLATO Highlights, Fifth Revision.
ED 161 435

Social Science and Historical Materials on the Asian American Experience.
ED 162 033

History

Education for International Development: Problems for Planned Change. A Presentation in the College of Education Dialogue Series, New Mexico State University.
ED 161 598

History Instruction

How the Cold War is Taught: Six American History Textbooks Examined.
ED 161 816

Home Economics

Home Economics Unlimited.
ED 162 030

Home Economics Education

Caves to Condos...Food, Shelter, Clothing. Introduction to Practical Arts, Grades 7 and 8. A Non-Sexist Curriculum Guide.
ED 160 871

Home Economics for Oregon Schools. Nutrition & Foods.
ED 160 789

Home Economics Skills

Home Economics Unlimited.
ED 162 030

Home Economics Teachers

Determination of Missouri Home Economics Teachers' Training Needs Related to Instruction of Handicapped Students. Final Report.
ED 160 867

Home Instruction

An Evaluation of the Hearing and Speech Agency Infant-Parent Program.
ED 161 234

Home Visitor's Notebook
ED 161 521//

Home Visitor's Resource Materials.
ED 161 523//

Parent's Notebook.
ED 161 522//

Home Programs

National Home Start Evaluation: Field Procedures Manual.
ED 161 544

National Home Start Evaluation. Interim Report V: Case Studies.
ED 161 543

Home Start Program

National Home Start Evaluation: Field Procedures Manual.
ED 161 544

Home Visits

Procedures Manual of the Adult Right-To Read Project of the Vermont Adult Basic Education Program 1975-1978; Addison and Rural Chittenden Counties, Vermont.
ED 161 003

Homemaking Education

Family Studies I. Course Objectives, Content Analysis, Supporting Objectives and Content Generalizations.
ED 160 790

Homemaking Skills

Caves to Condos...Food, Shelter, Clothing. Introduction to Practical Arts, Grades 7 and 8. A Non-Sexist Curriculum Guide.
ED 160 871

Evaluating Women's Homemaking and Volunteer Experiences for College Credit.
ED 160 772

Family Studies I. Course Objectives, Content Analysis, Supporting Objectives and Content Generalizations.
ED 160 790

Toward a True Marriage Partnership.
ED 161 779

Homosexuality

Nineteenth Century English Homosexual Teachers: The Up Front and Back Stage Performance.
ED 161 817

Hostility

Anger in Everyday Life: When, Where, and With Whom?
ED 160 966

Housewives

Sex Role Ideology and Socialization Experiences as They Relate to the Motivation for Parenthood.
ED 160 960

Housing

The Peace Paradigm And Housing and World Order And Hunger and World Order And Hunger and World Order: Shaping a Moral Vision. The Whole Earth Papers, Vol. 1, No. 1-4, Fall, 1977.
ED 161 797

Housing Industry

Analysis of Income/Commercial Real Estate Transactions.
ED 161 462

Human Body

This Is You. Revised Edition.
ED 161 831//

Human Development

Ethnicity, Race and Human Development; A Report on the State of Our Knowledge.
ED 161 964//

Impact of Governmental Transfer Payments on Human Resource Development A Bibliography. SRDC Bibliography Series No. 8.
ED 161 570

Human Dignity

A Hierarchy of Human Rights.
ED 161 787

Indian Voices on World Order. The Whole Earth Papers, Vol. 1, No. 5, Winter, 1978.
ED 161 799

Human Living

A Hierarchy of Human Rights.
ED 161 787

Leisure Exploration Service, Southern Illinois University, Carbondale, Illinois.
ED 160 928

Human Relations

Comprehensive Career Guidance. Methods Guide. K-6 Career.
ED 160 842

Deliberate Psychological Education. Growth through Human Understanding. Leader's Handbook. ED 160 858
Facilitating Interpersonal Skills Development: A Human Relations Training Approach. ED 160 851
The Ineffable: An Examination of the Limits of Expressibility and the Means of Communication. ED 161 092
Self Validation: Putting the Pieces Together. Leader's Handbook . ED 160 855
Sourcebook for Sex Equality: In-Service Training. An Annotated Listing of Materials and Media for Affirmative Action In-Service Training. Bibliographic Series, 2. ED 162 024

Human Relations Programs
A Competency Based Human Relations Program Curriculum Model. ED 161 450
Metropolitan Planning Project, 1973-75. Final Performance Report. ED 162 002
Metropolitan Planning Project, 1975-77. Final Performance Report. ED 162 003
Metro Ways to Understanding: Volume I: A Plan for the Voluntary Elimination of Racial and Ethnic Isolation in the Schools of the Boston Metropolitan Area. ED 162 001

Human Relations Units
Facilitating Interpersonal Skills Development: A Human Relations Training Approach. ED 160 851

Human Resources
The Human Dimension: Balancing People Needs and Resources. AIR Forum Paper 1978. ED 161 363
Impact of Governmental Transfer Payments on Human Resource Development A Bibliography. SRDC Bibliography Series No. 8. ED 161 570
An Innovative Approach to Human Resource Development. ED 161 687
Peace Corps Handbook, Spring 1977. ACTION Pamphlet No. 4200.7. ED 161 707
Peace Corps Program & Training Journal, Vol. IV, No. 6. ED 161 708

Human Services
Journal of Human Services Abstracts. Volume 3, Number 3. ED 160 770
Perspectives on Public Job Creation. R & D Monograph 52. ED 160 822
Stimulating Human Services Reform. Human Services Monograph Series, Number 8, June 1978. ED 161 804

Humanistic Education
Comprehensive Career Guidance. Methods Guide. K-6 Career. ED 160 842
Deliberate Psychological Education. Growth through Human Understanding. Leader's Handbook. ED 160 858
Policy Development in the Humanistic Disciplines: Toward Anthrocentric Undergraduate Education. ED 161 510
A Study of Individualized, Personalized Teaching. ED 161 864

Humanities
Policy Development in the Humanistic Disciplines: Toward Anthrocentric Undergraduate Education. ED 161 510

Humanization
Climate for Learning: A Symposium. Creating a Climate for Learning, and the Humanizing Process. The Principal and School Discipline. Curriculum Bulletin Vol. XXXII, No. 341. ED 161 142
Human Rights and Foreign Policy. Headline Series 241. ED 161 820//

Hunger
The Peace Paradigm And Housing and World Order And Hunger and World Order And Hunger and World Order: Shaping a Moral Vision. The Whole Earth Papers, Vol. 1, No. 1-4, Fall, 1977. ED 161 797

Hygiene
This Is You. Revised Edition. ED 161 831//

Hyperactivity
Learning Disabilities. Part II. Program 114. ED 161 207
Nutrition and Its Effects on the Hyperkinetic Child's Behavior and Learning: A Case Study. ED 161 548
Two Year Study of the Effect of Group Therapy on Teacher Perceived Classroom Behavior of Hyperactive Children. ED 161 177
Types of Private Speech Produced by Hyperactive and Non-Hyperactive Boys. ED 161 197

Identification
Gifted and Talented Children: Update. Program 112. ED 161 210
Identification and Definition of Factors Causally Associated with Child Abuse and Neglect. Final Report. ED 161 221
Learning Disabilities. Part II. Program 114. ED 161 207
Minor Physical Anomalies and Language and Behavior of Selected Two-Year Old Children. Final Report. ED 161 227
Procedures for Identifying Specific Learning Disabilities. ED 161 175
Severe Behavior Disorders of Children and Youth. Monograph in Behavioral Disorders. ED 161 200

Identification (Psychological)
Parental Physical Abuse and Reactions to Suffering in Others. ED 160 941
Role Models and Career Salience in Older Female College Students in Psychology. ED 160 935
Understanding and Appreciating Metaphors. Technical Report No. 11. ED 160 979

Illinois
Fiscal Year 1978 State Funding Claims Processed and Paid by the Illinois Community College Board. ED 161 507
Study of Vocational Education Involvement with Apprenticeship Programs in Illinois. Executive Summary. ED 160 805

Illinois (Chicago)
Management Analysis in the Chicago Public Schools. ED 161 968

Illiteracy
Incidence and Correlates of Illiteracy in Irish Primary Schools. ED 160 976
Statistics of Educational Attainment and Illiteracy, 1945-1974. Unesco Statistical Reports and Studies, No. 22. ED 160 769

Imagery
Understanding and Appreciating Metaphors. Technical Report No. 11. ED 160 979

Immigrants
American Ethnic Groups. ED 162 032//
The Balch Institute Study Guide for Immigration History and Ethnic Studies. ED 161 792
Cape Verdeans in America: Our Story. ED 161 773
The Filipinos in Mountain View, California: A Census Type, Socioeconomic Survey. ED 161 995
Third World Population in California. Intern Research Project. ED 161 982

Improvement Programs
Excerpt from the Proposal for the National Expansion of School Self-Renewal: Activities and Requirements for Developing a National Renewal Program. Final Report. ED 161 989
Georgia's State Plan for Staff Development. ED 161 852

Incidence
Learning Disabilities. Part I. Program 113. ED 161 206

Income
Can Welfare Reform Eliminate Poverty? Discussion Paper No. 517-78. ED 162 049
The Condition of Kentucky's Independent Colleges, 1971-72 to 1975-76. AIR Forum Paper 1978. ED 161 345
The Earnings of Males and Marital Disruption. Discussion Paper No. 504-78. ED 162 046
Final Report. Ethnic Minorities in American Labor Markets. ED 161 788
Has the Golden Age of Higher Education Come to an Abrupt End? AIR Forum Paper 1978. ED 161 362
Sexual Stratification in the Workplace: Male-Female Differences in Economic Returns to Occupation. ED 160 826
Vocational and Special Education. Program Review. A Study Conducted on Behalf of the State of Alaska Department of Education Dr. Marshall Lind, Commissioner. ED 160 735

Independent Study
Radioman 3&2. (Revised). ED 160 861
Student Learning in the Open University The Provision of Diversity in a Distance Education System. AIR Forum Paper 1978. ED 161 396

Indexes (Locaters)
Index of Interim, Supplemental, and Final Reports from Career Education Pilot Projects Supported under Part C and Part D of Public Law 90-576. ED 160 894
20 Year Collective Index to the Journal of Reading'' (1957-1977). ED 161 014

Indian Health Service
National Indian Health Board Position on Indian Preference. ED 161 580

Indian Preference
National Indian Health Board Position on Indian Preference. ED 161 580

Individual Advisory Systems
Individual Advisory System. ED 160 856

Individual Characteristics
Distress vs. Non-Distress Approach and the Personal Space of Masculine, Feminine, and Androgynous Subjects. ED 160 934
Juvenile Delinquency and the Black Personality Profile. ED 161 903
Labor Market Structures and Job Mobility. Discussion Paper No. 505-78. ED 162 047
Personality Characteristics, Interpersonal Values and Leadership Attitudes of Mid-Level Managers. Final Report. ED 160 896
Program Planning for Culturally Different Minority Students. ED 162 017
Situation or Person? Toward a Psychosocial Role-Theoretical Approach to Personality. ED 160 923
Victims of Rape. ED 160 971

Individual Counseling
Advocate Counseling and Institutional Racism. ED 162 005
Individual Advisory System. ED 160 856
Sourcebook for Sex Equality: In-Service Training. An Annotated Listing of Materials and Media for Affirmative Action In-Service Training. Bibliographic Series, 2. ED 162 024

Individual Development
The Confidence Clinic: A Program for Self-Esteem, Independence, and Career Planning. ED 161 476
The Educational Environment. Leader's Handbook . ED 160 854
Learning in Adolescence. The Andover Review: A Journal for Secondary Education, Spring 1978. Special Issue . And Learning in Adolescence II. The Andover Review: A Journal for Secondary Education, Fall 1978. Special Issue . ED 161 781
Locus of Control Change in College Students: A Future Role for Student Development. ED 160 933
A Model for a Human Potential Seminar in a Small, Private Junior College. ED 161 503
Self Validation: Putting the Pieces Together. Leader's Handbook . ED 160 855

Individual Differences
Cognitive Mapping,'' Learning Styles,'' and Sensory Modality Preferences'' as Factors in Individualized Instruction: A Position Paper on the As Yet Largely Untapped Research Potential of Integrated Information Systems when Combined with Educational Technology. ED 161 407

Individual Instruction
The Complete Guide to Learning Centers. ED 161 059//

Individual Needs
Nonprojective Analysis of nAch Among Male and Female Workers. ED 160 922

Individual Power
The Effects of School Control Structures on Teacher Perceptions of Autonomy. ED 161 164
Sex and Authority in the Workplace: The Causes of Sexual Inequality. Discussion Paper No. 506-78. ED 162 042
Working Effectively with the Community Power Structure. ED 160 746

Individualized Instruction
Comparing Ways of Altering Parent-Child Interaction. ED 161 558
Faculty Development in Individualized Education Project (1976-1978). Final Report. ED 161 315
Individualization and Personalization. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5. ED 161 250//
Learning Activity Packets for Minimal Mathematics Competencies in Vocational Education. Exemplary Project in Vocational Education Conducted under Public Law 90-576, Section 132 of P.L. 94-482. Final Report. ED 160 830
Mathematics: K-14. A Learning Center Approach at Tacoma Community College. ED 161 509
School Before Six: A Diagnostic Approach. Volume I (Revised Edition). ED 161 516
Selected Attitudes Dealing with Individualized and Traditional Instruction. ED 160 814
Sentence Combining and Reading. ED 161 080
A Study of Individualized, Personalized Teaching. ED 161 864

Individualized Programs
The Earned-Time System: A Performance-Based Correctional Management Model. ED 160 961
Goal Attainment Scaling: A Primary Method of Treatment and Program Evaluation in Project SAIL - A Special Education Dropout Prevention Program. ED 161 191
Individual Educational Plans, How Well Do They Work? ED 161 235
Individualization and Personalization. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5. ED 161 250//
Profiles of Successful Innovating Secondary Schools: Associated Network of IGE Middle, Junior, and Senior High Schools and Other Schools with Innovative Programs, 1978. Working Paper No. 231. ED 161 156

Industrial Arts
A Curriculum Guide for Power Technology, Grades 9-12. ED 160 765

Industrial Education
Building a Career-Oriented Communication Curriculum. ED 161 097
Caves to Condos...Food, Shelter, Clothing. Introduction to Practical Arts, Grades 7 and 8. A Non-Sexist Curriculum Guide. ED 160 871
A Curriculum Guide for Power Technology, Grades 9-12. ED 160 765
Guidelines for Planning Industrial Education Facilities and Equipment. ED 160 807

Industry
National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Private Sector. ED 161 740

Infant Mortality
What to Say'' and What Not to Say'' to the Sudden Infant Death Syndrome Parent. ED 161 111

Infants
Methodological Issues in Studying Symbolic Play. ED 161 547

Inference
Text Annotation: A Technique for Facilitating Knowledge Integration. ED 161 086

Inflation (Economics)
Budget Preparation and Inflation Prediction. AIR Forum Paper 1978. ED 161 339

Information Dissemination
Annual Progress Report, 1978. Southern Rural Development Center, Mississippi State University. SRDC Series Publication No. 28. ED 161 603
A Chart Book of Indicators of Scientific and Technical Communication in the United States. ED 161 430
The Consequences of Objective Reporting: The Case of Redlining'' in Hartford. ED 161 037
Coordinated Use of Mass Media for the Development and Delivery of Career Education. Final Report. And A Study of Awareness of and Interest in the Career Education Program in the New Haven Area . ED 160 794
Evaluation of Implementation Projects Supported by the National Science Foundation. Research Paper No. 17. ED 161 683
A First Year Look at the National Diffusion/Adoption Network. Program Highlights. ED 161 865
Marketing Plan 1978. ED 161 486
Maximizing Information from Implementation of Innovative Courses. ED 161 688
New York State Consortium for Career Education. Career Education Program, July 1, 1975-June 30, 1976. Project Performance Report, Volume I. ED 160 779
Partnership for Rural Improvement. Annual Report, 1977-78 for the W.K. Kellogg Foundation, Battle Creek, Michigan. ED 161 571
Penetrating School Strata through Career Education. Program Evaluation. ED 160 778
Research Project on Students and Collective Bargaining. Final Report, Year One. ED 161 313
Strategies for Production and Dissemination of CAI. ED 161 417
A Taxonomy of Technical Assistance Skills. ED 161 116
Wisconsin K-12 Career Education Consortium. Final Project Performance Report. Volume I of Two Volumes. ED 160 785
1977 State Abstracts: The State Capacity Building Program. ED 161 444
1977 State Reports: The State Capacity Building Program. ED 161 443

Information Needs
Are Statewide Data Systems Meeting the Local Institution's Needs? AIR Forum Paper 1978. ED 161 337
A Conceptual Framework for Identifying and Assessing Needs in Postsecondary Education. AIR Forum Paper 1978. ED 161 341
Data Processing Systems for School District Testing Offices. Publication No. 77.41. ED 161 892
Information Strategies for an Institutional Planning Process. AIR Forum Paper 1978. ED 161 368
Information Will Not Make You Well. MIS Re-examined. AIR Forum Paper 1978. ED 161 367
A Methodology for Data Structure Assessment in Higher Education Administration. AIR Forum Paper 1978. ED 161 377
Multi-Level Information Systems. AIR Forum Paper 1978. ED 161 379
The Role of Institutional Research in the College and University Marketing Process. AIR Forum Paper 1978. ED 161 391

Information Networks
A First Year Look at the National Diffusion/Adoption Network. Program Highlights. ED 161 865
Overcoming the Language Barrier. Third European Congress on Information Systems and Networks, Vol. 1. ED 161 280//
A Report to the Fund for the Improvement of Postsecondary Education on the Regional Continuing Education for Women Program. ED 160 759
A State-National Information Network for Independent Higher Education. AIR Forum Paper 1978. ED 161 394

Information Processing
Computerization of Synonymy Data from Biological Systematics. Museum Data Bank Research Report Number 9. ED 161 426
An Experiment on Social Information Processing Among Teachers. Report No. 243. ED 161 846

Information Retrieval
Adult Individual Criminal Records and the News Media: Inherent Problems for Access and Privacy. ED 161 043
The Value of Information: Collection of Papers Presented at 6th Mid-Year Meeting of the American Society for Information Science. ED 161 455

Information Science
The Value of Information: Collection of Papers Presented at 6th Mid-Year Meeting of the American Society for Information Science. ED 161 455

Information Seeking
Community Surveys: Grassroots Approaches. Keys to Community Involvement Series: 13. ED 161 129
Finding the Right'' Information: A Search Strategy. Keys to Community Involvement Series: 12. ED 161 128
Study Skills and Learning Strategies. Technical Report No. 104. ED 161 000

Information Services
Index of Interim, Supplemental, and Final Reports from Career Education Pilot Projects Supported under Part C and Part D of Public Law 90-576. ED 160 894
Institutional Research as a Service Function of Higher Education: A Consortium Arrangement with Public School Districts. AIR Forum Paper 1978. ED 161 370

Information Sources
Computer Science: A Dissertation Bibliography. ED 161 668
Computer Science: A Dissertation Bibliography - Supplement One. ED 161 669
Finding the Right'' Information: A Search Strategy. Keys to Community Involvement Series: 12. ED 161 128
The National Manpower Survey of the Criminal Justice System. Volume Six: Criminal Justice Manpower Planning. ED 160 740
The Role of Institutional Research in the College and University Marketing Process. AIR Forum Paper 1978. ED 161 391
Sourcebook for Sex Equality: Small Presses. An Annotated Listing of Small Presses and Alternative Sources for Books and Media. Bibliographic Series, 1. ED 162 023
Supplementary Materials for Electrical Apprentice Technical Training. First, Second, Third, and Fourth Year Manuals. Material Demonstrations and Training Film List. Revised to Meet 1975 Electrical Code. ED 160 875

Information Storage
What Are Data? Museum Data Bank Research Report Number 1. ED 161 425

Information Systems
Development of a Regional Manpower Information System. Research and Development Project. Final Report. ED 160 766
Electronic News Delivery Needs Only FCC Encouragement for Invasion of U.S.A. ED 161 036
Integrating Postsecondary Program Planning and Employment Demand. AIR Forum Paper 1978. ED 161 371
Overcoming the Language Barrier. Third European Congress on Information Systems and Networks, Vol. 1. ED 161 280//
Planning an Information System for a Small College. AIR Forum Paper 1978. ED 161 382

Information Theory
Building a Career-Oriented Communication Curriculum. ED 161 097
The Ineffable: An Examination of the Limits of Expressibility and the Means of Communication. ED 161 092

Information Utilization
Are Statewide Data Systems Meeting the Local Institution's Needs? AIR Forum Paper 1978. ED 161 337
Community Surveys: Grassroots Approaches. Keys to Community Involvement Series: 13. ED 161 129
The Costs and Benefits of Information: Data-Based Decisions at the Private Institution. AIR Forum Paper 1978. ED 161 347
Evaluation Acceptance in Elementary School Teachers: A Construct Validation and Description of the Meaning of Standardized Achievement Testing. ED 161 942
Finding the Right'' Information: A Search Strategy. Keys to Community Involvement Series: 12. ED 161 128
Forecasting Social Trends as a Basis for Formulating Educational Policy. ED 161 786
Presidents' Vital Signs: Implications for Institutional Decision Making. AIR Forum Paper 1978. ED 161 384

Injuries
Hamstring Injuries An Examination of Possible Causes. ED 161 840

Inner City
Identifying Competencies Needed to Train Vocational Teachers to Teach Disadvantaged Students in the Inner Cities of Pennsylvania. ED 160 818

Innovation
An Empirical Study of Implementing an Academic Unit Planning Tool: Implications for Institutional Research and Management. AIR Forum Paper 1978. ED 161 355
Innovative Projects: Making Them Standard Practice. Keys to Community Involvement Series: 7. ED 161 123
Maximizing Information from Implementation of Innovative Courses. ED 161 688

Inplant Programs
Role and Responsibility of Industry in the Professional Development of Vocational Educators. ED 160 745

Input Output
The Discrepancy Evaluation Model: A Strategy for Improving a Simulation and Determining Effectiveness. ED 161 880

Input Output Analysis
The Discrepancy Evaluation Model: A Strategy for Improving a Simulation and Determining Effectiveness. ED 161 880

Input Output Devices
CAI Terminal Characteristics. ED 161 413

Inservice Education
Development of an Inventory of Fiscal Competencies for Colorado Postsecondary Academic Administrators. AIR Forum Paper 1978. ED 161 351
An In-Service Training Program for Service Providers Working with Multiply Handicapped Learners. ED 161 219
National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Private Sector. ED 161 740
Science Teaching in the Elementary Schools: A Survey of Practices. Circular Number 749. ED 161 702
Staff Development for Student Personnel Services in the Los Angeles Community College District. ED 161 488
Training Volunteers and Aides: An Inservice Teaching Packet. ED 161 869

Inservice Programs
Collaborating in In-Service Education: A Teacher's Perspective. Occasional Paper Number One. ED 161 853
Coordinated In-Service Activities for Health Occupations Teachers in Central Pennsylvania. Final Report. Vocational-Technical Education Research Report. Health Occupations, Monograph Number 8. Volume 16, Number 2 (Departmental Classification Number). ED 160 741
Georgia's State Plan for Staff Development. ED 161 852
High/Scope Foundation - B.E.H. Special Project for the Preparation of Preschool Specialists. Final Report. ED 161 215
Indicators of Effective Inservice: Instructional Packages. ED 161 872
Participant, Instructor, Planner: Perspectives on the Teacher's Role in Inservice Education. ED 161 875
The Purpose of the In-Service Program for Graduate Students. ED 161 056

Inservice Teacher Education
Career Education Personnel Training Center. Pinellas County Public Schools. Final Report. ED 160 799
Collaborating in In-Service Education: A Teacher's Perspective. Occasional Paper Number One. ED 161 853
Comprehensive Career Guidance. Career Guidance Curriculum. Staff Development K-6. ED 160 844
Comprehensive Career Guidance. Classroom Meetings. Staff Development K-6. ED 160 847
Comprehensive Career Guidance. Developing Self Worth. Staff Development K-6. ED 160 848
Comprehensive Career Guidance. Improving Classroom Behavior. Staff Development K-6. ED 160 845
Comprehensive Career Guidance. Parent Education and Consultation. Staff Development K-6. ED 160 846
Comprehensive Career Guidance. Responsible Assertiveness Training. Staff Development K-6. ED 160 849
Deliberate Psychological Education. Growth through Human Understanding. Leader's Handbook. ED 160 858
Determination of Missouri Home Economics Teachers' Training Needs Related to Instruction of Handicapped Students. Final Report. ED 160 867
The Educational Environment. Leader's Handbook . ED 160 854
Evaluation of the South Dakota Career Education Project. A Technical Report. ED 160 784
Facilitating Interpersonal Skills Development: A Human Relations Training Approach. ED 160 851
Faculty Development for Inservice Education in the Schools. ED 161 876
Field-Based Clinical Inservice Education. Eleventh Cycle Teacher Corps. ED 161 849
Greenwood Career Education Project. Final Project Performance Report. ED 160 800
High/Scope Foundation - B.E.H. Special Project for the Preparation of Preschool Specialists. Final Report. ED 161 215
Indicators of Effective Inservice: Instructional Packages. ED 161 872
Individual Advisory System. ED 160 856
The In-Service Education of Teachers. Trends, Processes, and Prescriptions. ED 161 833//
An Investigation of Consumer Education Course Content and Methodology and Related Needs of Consumer Education Teachers in Missouri. Final Report. ED 160 887
The ISTA/RCPSS Professional Education Inservice Needs Assessment. ED 161 828
Life Career Planning: Values, Decisions and Goals. Leader's Handbook . ED 160 852
Participant, Instructor, Planner: Perspectives on the Teacher's Role in Inservice Education. ED 161 875
Pennsylvania Training and Demonstration Center for Severely and Profoundly Retarded Children: TRAC (Training, Resources, Acquisition, Control). Final Report, July 1, 1975 to September 30, 1976. ED 161 192
The Purpose of the In-Service Program for Graduate Students. ED 161 056
Quality Incremental Improvements in the Implementation of a Career-Centered Curriculum for Grades 1-12. Final Report. ED 160 801
Relating with Significant Others. Leader's Handbook . ED 160 853
Role and Responsibility of Industry in the Professional Development of Vocational Educators. ED 160 745
Self Validation: Putting the Pieces Together. Leader's Handbook . ED 160 855
South Dakota Career Education Project: A Sequential Demonstration Model in Career Education Coordinating the Efforts of State Agencies to Effect an Inservice and Curriculum Development Program in Selected School Systems. Final Performance Report. ED 160 783
A Strategy for Evaluating the NSF Comprehensive Program for Teacher Education. Research Paper No. 1. ED 161 675
A Study of the Need for a Teacher Education Program for Part-Time Adult Vocational Instructors in Minnesota. ED 160 897
Teachers Using Volunteers and Aides: An Inservice Teaching Packet. ED 161 868
Training Teachers for Parent Conferencing: A New Horizon for the School Counselor. ED 160 950
Unit of Instruction: Writing, Teaching, Supplementing. ED 160 733

Using Community-Wide Collaborative Councils for the Professional Development of Vocational Educators. ED 160 747

Work and Leisure Environments. Leader's Handbook . ED 160 857

Institutes (Training Programs)

The Effect of Teacher Participation in NSF Institutes Upon Student Achievement. Research Paper No. 10. Revised Edition. ED 161 680

Institutional Administration

The Earned-Time System: A Performance-Based Correctional Management Model. ED 160 961

Institutional Autonomy

Basic Questions Asked about School Self-Renewal. ED 161 990

Institutional Characteristics

Analysis of a Major Body of Institutional Research Studies Conducted in the Northeast, 1972-1977: Implications for Future Research. ED 161 328

School File Documentation. National Longitudinal Study of the High School Class of 1972. ED 161 920

Institutional Research

Adequacy of Budget Formulas for Balancing Institutional Needs and Resources in Non-Growth Periods. AIR Forum Paper 1978. ED 161 333

Analysis of a Major Body of Institutional Research Studies Conducted in the Northeast, 1972-1977: Implications for Future Research. ED 161 328

Analyzing a Force for Change: Discrepancy Between Aspiration and Achievement of Institutional Goals. AIR Forum Paper 1978. ED 161 336

A Conceptual Framework for Identifying and Assessing Needs in Postsecondary Education. AIR Forum Paper 1978. ED 161 341

The Cost and Value of Marketing Analysis. AIR Forum Paper 1978. ED 161 346

Departmental Productivity; An Assessment of Current Efforts. AIR Forum Paper 1978. ED 161 350

An Evaluation of Three Basic Designs for Studying Attrition. AIR Forum Paper 1978. ED 161 358

Guidelines for a New Model of University Administration. AIR Forum Paper 1978. ED 161 361

A Handbook for Institutional Academic and Program Planning: From Idea to Implementation. ED 161 327

Institutional Financial Assessment: Methodology and Meaning. AIR Forum Paper 1978. ED 161 369

Institutional Research as a Service Function of Higher Education: A Consortium Arrangement with Public School Districts. AIR Forum Paper 1978. ED 161 370

Interdisciplinarity: Policies and Practices. AIR Forum Paper 1978. ED 161 366

Job Related Measures of Educational Effectiveness. AIR Forum Paper 1978. ED 161 372

Linking Academic Priorities to Resource Decisions. AIR Forum Paper 1978. ED 161 373

A Longitudinal Study of Grades in 144 Undergraduate Courses. AIR Forum Paper 1978. ED 161 374

Planning an Information System for a Small College. AIR Forum Paper 1978. ED 161 382

The Role of Institutional Research in the College and University Marketing Process. AIR Forum Paper 1978. ED 161 391

Strategic Decision Making in Colleges and Universities. AIR Forum Paper 1978. ED 161 395

Student Learning in the Open University The Provision of Diversity in a Distance Education System. AIR Forum Paper 1978. ED 161 396

To Prevent Harm. ED 160 751

Towards Measuring the Success of Occupational Education. AIR Forum Paper 1978. ED 161 399

Using Comparative Data in the Development of an Investment Needs Model For the State of Michigan. AIR Forum Paper 1978. ED 161 403

Institutional Role

Advocate Counseling and Institutional Racism. ED 162 005

Faculty Development for Inservice Education in the Schools. ED 161 876

School Self-Renewal Assessment Summary Report. ED 161 988

Institutional Schools

Kids in Mental Institutions. Part I. Program 130. ED 161 208

Institutional Stability

Presidents' Vital Signs: Implications for Institutional Decision Making. AIR Forum Paper 1978. ED 161 384

Institutional Survival

The Cost and Value of Marketing Analysis. AIR Forum Paper 1978. ED 161 346

Institutionalized Persons

Kids in Mental Institutions. Part II. Program 131. ED 161 209

Kids in Mental Institutions. Part I. Program 130. ED 161 208

Institutions

Kids in Mental Institutions. Part I. Program 130. ED 161 208

Instruction

Calculators and Unary Operations: A Position Paper with Instructional Suggestions. Project Paper 77-7. ED 161 672

Case Studies in Applied Mathematics. ED 161 756

The Development and Evaluation of an Interdisciplinary Cognitive-Affective Approach to General Education Mathematics. ED 161 766

The Effects of Locus of Control and Method of Presentation on Pre-Service Teacher's Achievement. ED 161 769

A Monadic Module Alias a Unary Unit. Project Paper 77-5. ED 161 670

Probability for Primary Grades, Teacher's Commentary. Revised Edition. ED 161 749

Some Monadic/Diadic Combos. Project Paper 77-6. ED 161 671

Instructional Aids

Improving Children's Prose Comprehension: Selected Strategies That Seem to Succeed. Theoretical Paper No. 72. ED 160 975

SCDC Spanish Curricula Units. Fine Arts Strand, Unit 3, Grade One, Teacher's Guide Multi-Ethnic Edition. ED 161 586

SCDC Spanish Curricula Units. Spanish SL Strand, Unit 3, Grade One, Supplement & Ditto Packet. ED 161 585

Instructional Design

CAI and Developmental Education. ED 161 423

Indicators of Effective Inservice: Instructional Packages. ED 161 872

NATAL-74; First Results. ED 161 412

Notional Syllabuses: Theory into Practice. L'enseignement de la competence de communication en langues secondes. Actes du colloque de la Commission interuniversitaire suisse de linguistique appliquee. Bulletin CILA (The Teaching of Communicative Competence in Second Languages. Acts of the Colloquium of the Swiss Interuniversity Commission for Applied Linguistics. CILA Bulletin). ED 161 295

Project Straight-Talk. ED 161 422

The Role of Formative Research in Evaluating Specific Curriculum-Based Television Programs at the Primary Level. ED 161 448

Strategies for Production and Dissemination of CAI. ED 161 417

Unit of Instruction: Writing, Teaching, Supplementing. ED 160 733

Instructional Development

PLATO Music Systems. ED 161 421

Report of the Computer Assisted Instruction Project in the Faculty of Nursing at the University of Calgary. ED 161 419

Strategies for Production and Dissemination of CAI. ED 161 417

Instructional Improvement

Audit and Evaluation of the Georgia Comprehensive Career Guidance Project, Grades 7-12. Final Report. ED 160 874

Can You Make Faculty Staff More Efficient? AIR Forum Paper 1978. ED 161 340

Impacts of Workshops for Instructional Improvement: The Results of an Evaluation of a Component of a Faculty Development Program. AIR Forum Paper 1978. ED 161 365

National Project III, Elevating the Importance of Teaching. Fund Associate's Final Report. ED 161 312

Report on a Pilot Project in Performance Funding. AIR Forum Paper 1978. ED 161 388

Instructional Innovation

Electronic Computers for Slate-Board Schools: An Ethnographic Parallel to Steel Axes for Stone-Age Men. ED 161 414

Strategies for Production and Dissemination of CAI. ED 161 417

Instructional Materials

ACTFL Annual Bibliography of Books and Articles on Pedagogy in Foreign Languages for the Years 1975 and 1976. ED 161 302

Adaptation in Language Teaching. ED 161 279//

An Advanced Reader in Chinese Sociology-Anthropology. ED 161 283//

An Advance Reader in Chinese Art History. ED 161 284//

Analyses of Materials for Developers of Instructional Materials. EPIE Report Number 85m. ED 161 169//

Apollo-Soyuz Pamphlet No. 1: The Flight. Apollo-Soyuz Experiments in Space. ED 161 717

Apollo-Soyuz Pamphlet No. 2: X-Rays, Gamma-Rays. Apollo-Soyuz Experiments in Space. ED 161 718

Apollo-Soyuz Pamphlet No. 3: Sun, Stars, In Between. Apollo-Soyuz Experiments in Space. ED 161 719

Apollo-Soyuz Pamphlet No. 4: Gravitational Field. Apollo-Soyuz Experiments in Space. ED 161 720

Apollo-Soyuz Pamphlet No. 5: The Earth from Orbit. Apollo-Soyuz Experiments in Space. ED 161 721

Apollo-Soyuz Pamphlet No. 6: Cosmic Ray Dosage. Apollo-Soyuz Experiments in Space. ED 161 722

Apollo-Soyuz Pamphlet No. 7: Biology in Zero-G. Apollo-Soyuz Experiments in Space. ED 161 723

Apollo-Soyuz Pamphlet No. 8: Zero-G Technology. Apollo-Soyuz Experiments in Space. ED 161 724

Apollo-Soyuz Pamphlet No. 9: General Science. Apollo-Soyuz Experiments in Space. ED 161 725

Apples, Bloom, and Creativity: The ABC's of Reading Alphabet Books. ED 160 991

Audit and Evaluation of the Georgia Comprehensive Career Guidance Project, Grades 7-12. Final Report. ED 160 874

Calculator Handbook. Problem Solving Project. ED 161 758

The Complete Guide to Learning Centers. ED 161 059//

Demonstration and Research Pest Control: A Training Program for the Certification of Pesticide Applicators, Manual No. 10. ED 161 762

Development and Exchange of Instructional Resources in Water Quality Control Programs, II: Instructional Materials Available. ED 161 694//

Development and Exchange of Instructional Resources in Water Quality Control Programs, III: Selecting Audio-Visual Equipment. ED 161 695//

Development and Exchange of Instructional Resources in Water Quality Control Programs, IV: Selecting Instructional Media and Instructional Systems. ED 161 696//

Equal Rights for Women in Education. Model Policy Statement and Guidelines for Implementation: The Elimination of Bias and Stereotyping on the Basis of Sex in Instructional Materials, Teacher Strategies and Curriculum Content. ED 161 848

Evaluation of Funded Projects for Development of Vocational Instructional Materials (Conclusion of Two Year Project). Final Report. Vocational-Technical Education Research Report, Volume 15, Number 12. ED 160 828

Fair Play. A Bibliography of Nonstereotyped Materials. Volume II. ED 162 022

Getting to Know the Calculator. Problem Solving Project. ED 161 757

A Guide for Teaching Regional Environmental Planning. Final Report of Project - Inservice Personnel Development: Regional Environmental Planning Workshops for Tri-County Secondary School Teachers. ED 161 754

Health Vocabulary, 1966. Guide for Translation into the Language, Chinyanja, of the Host Country, Malawi. ED 161 241

Home Visitor's Notebook ED 161 521//

Indicators of Effective Inservice: Instructional Packages. ED 161 872

Instructor's Manual for Electrical Apprentice Technical Training. Series No. D (Fourth Year). Revised to Meet 1978 Electrical Code. ED 160 884

Making Crosscultural Connections. The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9. ED 161 261//

Mars: The Viking Discoveries. ED 161 728

Microscopic Analysis of Plankton, Periphyton, and Activated Sludge. Training Manual. ED 161 715

Minicourses in Astrophysics, Modular Approach, Vol. I. ED 161 705

Minicourses in Astrophysics, Modular Approach, Vol. II. ED 161 706

A Monadic Module Alias a Unary Unit. Project Paper 77-5. ED 161 670

Penetrating School Strata through Career Education. Program Evaluation. ED 160 778

Probability for Primary Grades, Student Text. Revised Edition. ED 161 748

Problem Solving: Opening the Door Using the Mini-Calculator. Problem Solving Project. ED 161 759//

Product Listing. An Annotated Bibliography of Materials Developed by Eastern HCEEP Programs. ED 161 225

Programmed Training for Water/Wastewater Operators. ED 161 661//

Report on the Study of Cooperative Materials Examination Centers for Wisconsin. ED 161 451

Role Playing as an Imaginative Experience for Language Growth. ED 161 524

Self-Monitoring Procedures: Basic Laboratory Skills, Instructional Package Worksheets. ED 161 699

Some Monadic/Diadic Combos. Project Paper 77-6. ED 161 671

A Source Book for Taxation: Myths and Realities. ED 161 782

South Dakota Career Education Project: A Sequential Demonstration Model in Career Education Coordinating the Efforts of State Agencies to Effect an Inservice and Curriculum Development Program in Selected School Systems. Final Performance Report. ED 160 783

Supervisory Management in the Water/Wastewater Field: Self Study Program. Revised Second Edition. Textbook and Student Manual. Lessons 1-7 and Appendix. Executive Programs of the Graduate School of Business Administration of Michigan State University. ED 161 662

Taxation: Myths and Realities. A Courses by Newspaper Reader. ED 161 783//

These Are the Good Ole Days.'' ED 161 453

Unit of Instruction: Writing, Teaching, Supplementing. ED 160 733

Instructional Materials Centers

Action and Interaction: An Elementary Library Media Program. ED 161 437

Criteria for Modern School Library Media Programs. ED 161 440

Instructional Media

Fair Play. A Bibliography of Non-Stereotyped Materials. ED 162 021

The Matrix System: A Practical Basis for Stimulus Selection. ED 161 429

Instructional Programs

Compendium of Selected Data & Characteristics, 1977-78. ED 161 492

Instructional Student Costs

Using Comparative Data in the Development of an Investment Needs Model For the State of Michigan. AIR Forum Paper 1978. ED 161 403

Instructional Systems

CAI and Developmental Education. ED 161 423

CBES An Efficient Implementation of the Coursewriter Language. ED 161 418

Computer Based Education for Developing Educational Systems. ED 161 416

MCAID A Generalized Text Driver. ED 161 420

PLATO Music Systems. ED 161 421

Project Straight-Talk. ED 161 422

The Use of Computer-Managed Instruction to Control On-Site, Self-Instructional Training in a Small Systems Customer Environment. ED 161 415

Instructor and Course Evaluation System

Validation of an Item Classification Scheme for a Student Rating Item Catalog. ED 161 883

Instrumentation

Teachers' Ratings of Preschool Children's Behaviours. Discussion Paper No. 2. ED 161 542

Insurance Institute of Highway Safety DC

To Prevent Harm. ED 160 751

Integrated Activities

Journal Writing Across the Curriculum. ED 161 073

Integration Effects

School Desegregation: Outcomes for Children. Findings in Search of a Theory. ED 161 975

White Flight, Demographic Transition, and the Future of School Desegregation. ED 162 000

Intellectual Development

Nurturing Intellectual Talent in Early Childhood. ED 161 527

Intellectual Disciplines

Critical Mass Academic Planning. AIR Forum Paper 1978. ED 161 348

Differences in Students' Interest toward Five Areas of the Social Studies. ED 161 807

Intellectual Experience

The Ineffable: An Examination of the Limits of Expressibility and the Means of Communication. ED 161 092

Intelligence Tests

An Individualized Method for Assessing the Learning Disabled'' Child. ED 161 902

Reliability and Validity of Alternate Forms of the Dominoes Test (D-48 and D-70). ED 161 928

Intensive Language Courses

New Curricular Connections. The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9. ED 161 259//

Intentional Learning

Study Skills and Learning Strategies. Technical Report No. 104. ED 161 000

Interaction

Elements of Self-Disclosure. ED 161 099

The Influence of Child Person-Orientation on Adult Method of Eliciting Moral Behavior. ED 160 947

Language Games-An Important Component of the Reading Program. ED 160 977

Self-Disclosure as a Relationship Disengagement Strategy: An Exploratory Investigation. ED 161 104

Interaction Process Analysis

Attachment in Preschool Deaf Children. ED 161 238

Departmental Productivity; An Assessment of Current Efforts. AIR Forum Paper 1978. ED 161 350

Gimme, It's Mine!: Children's Concepts of Ownership as Revealed in Interaction. ED 161 553

Is Female Leadership Perceived as a Disadvantage? ED 160 965

Moves toward a Cognitive Grammar'': Some Implications of Linking Grammar with Cognitive Representation. ED 161 091

Oral Reading Observation System Observer's Training Manual. ED 161 019

Interagency Cooperation

A Study of Library Cooperatives, Networks and Demonstration Projects. Final Report. Volume II: Case Study Reports: Twelve Projects Supported by the HEA II-B Library Research and Demonstration Program and LSCA III Multitype Library Cooperation and Networking in Ten States. ED 161 406

Intercultural Communication

Intercultural Communication and the Concept of Marginality. ED 161 093

Thematic Issue: International/Intercultural Communication. ED 161 103

Intercultural Programs

Motivating Linguistic Minorities for Reading through Local Authorship. ED 160 996

Interdisciplinary Approach

Center for Career Education in the Arts. Annual Report, July 1, 1975 to June 30, 1976. ED 160 803

The Development and Evaluation of an Interdisciplinary Cognitive-Affective Approach to General Education Mathematics. ED 161 766

Interdisciplinarity: Policies and Practices. AIR Forum Paper 1978. ED 161 366

An Interdisciplinary Program in Technical Communications: Problems Encountered. ED 161 062

Interdisciplinary Studies. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5. ED 161 247//

Journalism and the Educational Views of Alexander Meiklejohn. ED 161 027

Multidisciplinary Teams in Child Abuse and Neglect Programs. A Special Report from the National Center on Child Abuse and Neglect, August, 1978. ED 161 202

New Curricular Connections. The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9. ED 161 259//

Winter Outdoor Education Activities: Snowshoes and Exploring the Winter Environment. ED 161 579

Interdisciplinary Studies

Interdisciplinary Studies. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5. ED 161 247//

Interference (Language Learning)

Phonological Evidence for Coordinate and Compound Bilingualism. Papers in Linguistics, 1974-1977: A Collection of M.A. Papers from Students in the Linguistics Department of Northeastern Illinois University. ED 161 291

A Study of English Second Language Phonology. CUNYForum, No. 3. ED 161 282

Interference (Language Usage)

Language Contact: Spanish in the 70's. Papers in Linguistics, 1974-1977: A Collection of M.A. Papers from Students in the Linguistics Department of Northeastern Illinois University. ED 161 292

Intergroup Relations

Moving Closer: An Ethnography of a Southern Desegregated School. ED 161 969

Urban Ethnic Conflict: A Comparative Perspective. Comparative Urban Studies, Monograph No. 3. ED 161 994//

Interinstitutional Cooperation

Collaborating in In-Service Education: A Teacher's Perspective. Occasional Paper Number One. ED 161 853

Educational Considerations. ED 161 454

An Evaluation of the Small College Consortium, 1977-78. A Title III Project. Part I: Survey Results. ED 161 311

Partnership for Rural Improvement. Annual Report, 1977-78 for the W.K. Kellogg Foundation, Battle Creek, Michigan. ED 161 571

Postsecondary Education and the Hispanic Student. ED 161 319

Reconciling the Differences: Partnerships in Teacher Preparation Programs. ED 161 071

A Report to the Fund for the Improvement of Postsecondary Education on the Regional Continuing Education for Women Program. ED 160 759

International Educational Exchange

Global Concerns for Education. ED 161 822

International Organizations

Intergovernmental Conference on Environmental Education Organized by UNESCO in Co-operation with UNEP (Tbilisi, USSR, 14-26 October 1977). Final Report. ED 161 711//

International Reading Association 1977-1978 Annual Report. ED 161 011

International Programs

Intergovernmental Conference on Environmental Education Organized by UNESCO in Co-operation with UNEP (Tbilisi, USSR, 14-26 October 1977). Final Report. ED 161 711//

Peace Corps Handbook, Spring 1977. ACTION Pamphlet No. 4200.7. ED 161 707

Peace Corps Program & Training Journal, Vol. IV, No. 6. ED 161 708

Toward an Action Plan: Report on the Intergovernmental Conference on Environmental Education. ED 161 712

The Volunteers Speak Again: The Second Annual Survey of Peace Corps Volunteers. ED 161 709

International Relations

How the Cold War is Taught: Six American History Textbooks Examined. ED 161 816

Indian Voices on World Order. The Whole Earth Papers, Vol. 1, No. 5, Winter, 1978. ED 161 799

The Peace Paradigm And Housing and World Order And Hunger and World Order And Hunger and World Order: Shaping a Moral Vision. The Whole Earth Papers, Vol. 1, No. 1-4, Fall, 1977. ED 161 797

International Studies

Statistics of Educational Attainment and Illiteracy, 1945-1974. Unesco Statistical Reports and Studies, No. 22. ED 160 769

Thematic Issue: International/Intercultural Communication. ED 161 103

Internship Programs

Career Education Personnel Training Center. Pinellas County Public Schools. Final Report. ED 160 799

Internships for the Undergraduate Major at the Liberal Arts College. ED 161 818

Undergraduate Internships for Social Science Majors: Development and Longitudinal Evaluation of a Model Program. ED 161 812

Interpersonal Competence

Career Education Demonstration Project for American Indian Children. Final Report. ED 160 777

Comprehensive Career Guidance. Competency Rating Scale Manual. Grades K-1. ED 160 836

Comprehensive Career Guidance. Competency Rating Scale Manual. Grades 2-4. ED 160 837

Comprehensive Career Guidance. Competency Rating Scale Manual. Grades 5-6. ED 160 838

Ecological and Paradoxical Interventions with Couples. ED 160 951

The Effects of Repeated Treatment on the Maintenance of Social Behavior. Report No. 38. ED 161 239

Relating with Significant Others. Leader's Handbook . ED 160 853

The Skill Acquisition Model: Behavioral Rehearsal as a Method for Developing Pro-Social Adaptive Behaviors in Elementary School Children. Final Report 52.3. ED 161 240

Speech Communication and Communication Processes: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' June through July 1978 (Vol. 38 No. 12 through Vol. 39 No. 1). ED 161 107

Interpersonal Conflict Questionnaire

Anger in Everyday Life: When, Where, and With Whom? ED 160 966

Interpersonal Problems

Evaluating Sexual Behavior from Writing Characteristics. ED 161 057

Interpersonal Relationship

Applications of Social Psychology in Police-Community Relations. ED 160 955

Communication Training for Couples: A Comparative Study. ED 160 914

Correspondence: A Medium Rediscovered. ED 161 072

Deliberate Psychological Education. Growth through Human Understanding. Leader's Handbook. ED 160 858

Elements of Self-Disclosure. ED 161 099

The Ineffable: An Examination of the Limits of Expressibility and the Means of Communication. ED 161 092

Personality Characteristics, Interpersonal Values and Leadership Attitudes of Mid-Level Managers. Final Report. ED 160 896

Personal & Professional Development: An Individualized Approach. Keys to Community Involvement Series: 5. ED 161 121

Relating with Significant Others. Leader's Handbook . ED 160 853

Self-Disclosure as a Relationship Disengagement Strategy: An Exploratory Investigation. ED 161 104

So You Don't Want to be a Sex Object. Revised Edition. ED 161 829//

Interpreters

Energy Manual for Parks: A Handbook for Interpreters and Naturalists. ED 161 673

Interpretive Reading

Drama and Oral Interpretation: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' January through June 1978 (Vol. 38 Nos. 7 through 12). ED 161 106

Interprofessional Relationship

Handling the Band-Aids and Major Surgery Jobs in Instructional Development: Viva La Difference in Action. ED 161 432

Interrater Reliability

Coder Drift: A Reliability Problem for Teacher Observations. ED 161 897

Identification of Predictors of Coding Performance: Selecting Subjects to be Trained to Use Observation Systems. ED 161 898

Intervention

The Effects of Repeated Treatment on the Maintenance of Social Behavior. Report No. 38. ED 161 239

Language Intervention. A Sampling of Selected Programs for Severe, Moderate, and Mild Impairments 1969-1975. ED 161 184

Managing Children's Behavior for Any and Everyone Faced with the Task: A Training Manual for Behavior Assistants and Mediators. ED 161 551

The Skill Acquisition Model: Behavioral Rehearsal as a Method for Developing Pro-Social Adaptive Behaviors in Elementary School Children. Final Report 52.3. ED 161 240

Two Community Protective Service Systems: Nature and Effectiveness of Service Intervention. ED 160 907

Interviews

Can You Make Faculty Staff More Efficient? AIR Forum Paper 1978. ED 161 340

Handling the Band-Aids and Major Surgery Jobs in Instructional Development: Viva La Difference in Action. ED 161 432

Participant, Instructor, Planner: Perspectives on the Teacher's Role in Inservice Education. ED 161 875

Teaching, Interviewing, and Learning Theory. ED 161 771

Inventions

A Coloring Book of Contributions from the Original People of the Americas. ED 161 575//

Inversion

Discourse Functions of Inversion Constructions. Technical Report No. 98. ED 160 998

Investigative Reporting

Investigative and In-Depth Reporting. ED 161 085//

Iowa
- An Analysis of Selected Variables of Organizational Structure and Their Relationship to the Rate of Adoption of School Reorganization in Iowa School Districts from 1956-1962. ED 161 138
- Race and Sex Effects in the Conformity Behavior of Children. Occasional Paper Number 14. ED 162 044
- State of Iowa Plan for Physical Education for Handicapped Students. Discussion Copy. ED 161 237

Iran (Khuzestan Province)
- Rural Cultural Houses (A New Approach to Rural Youth Work in Iran). ED 161 565

Ireland
- Incidence and Correlates of Illiteracy in Irish Primary Schools. ED 160 976

Iroquois (Tribe)
- Thanksgiving Address of the North American Indian Ohenton Kariwatehkwen. ED 161 576//

Item Analysis
- The Affective Reporting System. ED 161 961
- Australian Item Bank Program: Handbook for Mathematics Item Bank. ED 161 906//
- Australian Item Bank Program: Handbook for Social Science Item Bank. ED 161 908//
- Australian Item Bank Program: Science Item Bank. Book 1: Physics and Astronomy. ED 161 909//
- Australian Item Bank Program: Science Item Bank. Book 2: Earth Sciences and Chemistry. ED 161 910//
- Australian Item Bank Program: Science Item Bank. Book 3: Biology. ED 161 911//
- Development of the Armed Services Vocational Aptitude Battery (ASVAB) Forms 2 and 3. Technical Paper 289. ED 161 913
- Invariance of Rasch Model Ability Parameter Estimates Over Different Collections of Items. ED 161 893
- An Investigation of Differential Item Performance by Sex on the Iowa Tests of Basic Skills. ED 161 933
- A Methodology for Identifying Biased Achievement Test Items that Removes the Confounding in an Items by Groups Interaction Due to Possible Group Differences in Instructional Level. ED 161 930
- Some Results on the Robustness of Latent Trait Models. ED 161 894

Item Banks
- Australian Item Bank Program: Handbook for Mathematics Item Bank. ED 161 906//
- Australian Item Bank Program: Handbook for Science Item Bank. ED 161 912//
- Australian Item Bank Program: Handbook for Social Science Item Bank. ED 161 908//
- Australian Item Bank Program: Mathematics Item Bank. Book 1: Arithmetic, Algebra. ED 161 904//
- Australian Item Bank Program: Mathematics Item Bank. Book 2: Abstract Algebra, Relations and Functions, Analysis, Geometry, Trigonometry, Applied Mathematics, Statistics and Probability. ED 161 905//
- Australian Item Bank Program: Science Item Bank. Book 1: Physics and Astronomy. ED 161 909//
- Australian Item Bank Program: Science Item Bank. Book 2: Earth Sciences and Chemistry. ED 161 910//
- Australian Item Bank Program: Science Item Bank. Book 3: Biology. ED 161 911//
- Australian Item Bank Program: Social Science Item Bank. ED 161 907//
- Invariance of Rasch Model Ability Parameter Estimates Over Different Collections of Items. ED 161 893

Item Characteristic Curve Theory
- Some Results on the Robustness of Latent Trait Models. ED 161 894

Item Sampling
- Estimating Total-test Scores from Partial Scores in a Matrix Sampling Design. ED 161 896

Japan
- What Educators Can Learn from Junior College Accreditation in Japan. ED 161 477

Job Development
- Cost-Effective Position Management: A Training Program for Local VA Management. ED 160 804
- A Knowledge Development Plan for the Youth Employment and Demonstration Projects Act of 1977. ED 160 743
- Perspectives on Public Job Creation. R & D Monograph 52. ED 160 822

Job Market
- The Misfit between the Speech Communication Field and the Needs of Business and Industry. ED 161 100
- Scriptwriting for the Audio-Visual Media: Radio, Films, Television, Filmstrips, Slidefilms. ED 161 049//

Job Placement
- A Five-Year Perspective on Job Placement for JCCC Career Students (Classes of 1973-1977). ED 161 508
- Handbook on the Organization and Administration of a Student Job Placement Service for a Secondary School. ED 160 810

Job Satisfaction
- A Study of Professonal Attitudes of Teachers in Five Public School Systems in Tennessee and Michigan. ED 161 863
- The Volunteers Speak Again: The Second Annual Survey of Peace Corps Volunteers. ED 161 709

Job Search Methods
- How Young People Find Career-Entry Jobs: A Review of the Literature. ED 160 821
- In Search of a Job: A Simulation Activity in Occupational Decision-Making. Instructor's Manual. ED 160 756

Job Skills
- Career Education Personnel Training Center. Pinellas County Public Schools. Final Report. ED 160 799
- Criterion-Referenced Job Proficiency Testing: A Large Scale Application. Research Report 1193. ED 161 953
- The Feasibility of Using Work Evaluation as a Tool for Assessment in Adult Basic Education. Final Report. A Sub-Project of the Graduate Student Project, Phase II. ED 160 808
- Job Title Analysis for Selected Job Titles in Horticulture. Final Report. ED 160 889
- The Misfit between the Speech Communication Field and the Needs of Business and Industry. ED 161 100
- Ratings of Job Performance of Georgia Correctional Officers. ED 160 956
- A Study to Determine the Utilization of Shorthand in Pennsylvania Offices. ED 160 886
- Work Evaluation for Economically and Educationally Disadvantaged Families of Barron County. Final Report. ED 160 763
- Work Experience Manual. ED 160 823

Job Training
- Instructor's Manual for Electrical Apprentice Technical Training. Series No. D (Fourth Year). Revised to Meet 1978 Electrical Code. ED 160 884
- The Misfit between the Speech Communication Field and the Needs of Business and Industry. ED 161 100
- The National Manpower Survey of the Criminal Justice System. Volume Five: Criminal Justice Education and Training. ED 160 738
- The National Manpower Survey of the Criminal Justice System. Volume One: Summary Report. ED 160 862
- Vocational Training in Latin America: A Comparative Perspective. Monographs on Comparative and Area Studies in Adult Education. ED 160 898
- Work Experience Manual. ED 160 823
- YEDPA and Career Education. ED 160 793

Journal of Reading
- 20 Year Collective Index to the Journal of Reading'' (1957-1977). ED 161 014

Journalism
- The Consequences of Objective Reporting: The Case of Redlining'' in Hartford. ED 161 037
- How Nonmetropolitan Daily Newspapers Cover Courts in Minnesota. ED 161 067
- Investigative and In-Depth Reporting. ED 161 085//
- Journalists and Terrorism: Captives of the Libertarian Tradition. ED 161 070
- Magazine Writing Today. ED 161 052//
- The Mass Communication Theories'' of the Muckrakers. ED 161 030

Journalists
- How Nonmetropolitan Daily Newspapers Cover Courts in Minnesota. ED 161 067

Junior College Students
- Selected Characteristics, Classified & Unclassified (Regular) Students; Community Colleges, Fall 1978. ED 161 467

Junior Colleges
- An Appraisal of the Industrial Cooperative Education Program Based on Responses from Students and Employers. ED 161 493
- An Appraisal of the Industrial Cooperative Education Program Based on Responses from Students and Employers. Supplemental Report No. 3: The Women Students. ED 161 498
- An Appraisal of the Industrial Cooperative Education Program based on Selected Characteristics of the Students and Their Academic Performance. ED 161 497
- A Comparative Student Profile Study: Sunnyvale Center De Anza College Fall 1977 and 1978. ED 161 472
- A Comparison of the College's Mail and On-Site Registration Totals for Fall 1978 with Fall 1977. ED 161 500
- Compendium of Selected Data & Characteristics, 1977-78. ED 161 492
- The Confidence Clinic: A Program for Self-Esteem, Independence, and Career Planning. ED 161 476
- Education and Work in the Future. ED 161 504
- Enrollment Patterns of Occupational Non-Credit Students in the Two-Year College. ED 161 466
- Enrollment Projections with Statistical Base and Methods 1976. ED 161 499
- Fiscal Year 1978 State Funding Claims Processed and Paid by the Illinois Community College Board. ED 161 507
- A Five-Year Perspective on Job Placement for JCCC Career Students (Classes of 1973-1977). ED 161 508
- Gold Creek: Preserving an Environmental Studies Center. ED 161 464
- Grading Policies of the Public Two-Year Community Colleges in Michigan, Fall 1977. ED 161 496
- Guidance Services for the Physically Disabled Two-Year College Student: A Counselor's Manual. ED 161 490
- High Risk Students in the Community College: A Paired Study. ED 161 469
- The Impact of Proposition 13 on Community Services for California Community Colleges. ED 161 480
- Institutional Responses to Forced Budget Reductions. ED 161 478
- The Invisible Wall: A Report on the Status of the Rural Community College in America. ED 161 581
- Management Development Needs of California Community College Administrators. ED 161 502
- Marketing Plan 1978. ED 161 486
- Mathematics: K-14. A Learning Center Approach at Tacoma Community College. ED 161 509
- A Model for a Human Potential Seminar in a Small, Private Junior College. ED 161 503
- Non-Returning Students, Spring 1978. ED 161 473
- One Year and Four Years Later...1977: A Study of Graduates from 1976 and 1973. ED 161 475
- Part-Time Faculty: A Statewide Model for Development. ED 161 484
- Pierce College Longitudinal Study: First Year Report. ED 161 482
- The Place of Moral Education in the Curriculum of a Community College. ED 161 506
- Recommendations for Developing Career Centers. ED 161 483
- The Role of Academic Senates in California Community Colleges: A Position Paper. ED 161 481
- Selected Characteristics, Classified & Unclassified (Regular) Students; Community Colleges, Fall 1978. ED 161 467
- Staff Development for Student Personnel Services in the Los Angeles Community College District. ED 161 488
- State of the District. ED 161 465
- The Statistical Predictability of the Academic Performance of Registered Nursing Students at Macomb. Project No. 0141-77. ED 161 501
- Status Report on TICCIT 1977-78. ED 161 468
- Student Enrollment Patterns, 1972-77: A Report Presenting the Enrollment Patterns of Full- and Part-time Students by Entering Class. ED 161 474
- A Survey: Perceptions of the College of Lake County's G.E.D. Program as Seen by Former Students and Area Personnel Managers. ED 161 471
- Texas Student Information System Non-Returning Student Sub-System. A Follow-Up Study. ED 161 463
- Traditional vs. Non-Traditional Calendar: A Case Analysis of Faculty, Students and Administrative Opinions in a Medium-Sized Public Community College. Report 78-79-02. ED 161 491
- The Use of Space for Instruction, Fall 1977. ED 161 495
- Washington State System of Community Colleges. ED 161 479
- What Educators Can Learn from Junior College Accreditation in Japan. ED 161 477
- Withdrawal Policies of Michigan's Public Community Colleges. ED 161 494
- 1973 Career Graduates: A Profile of CUNY Community College Students. ED 161 470
- 1979-80 Budget Process. Phase I: Educational Programs. Procedures Manual. ED 161 487

Junior High School Students
- Parenting Education Through Television: An Evaluation of the Middle Road Traveler Series for Adolescents. ED 161 436

Junior High Schools
- Home Management 7: Child Care Unit. Course Objectives, Content Analysis, Supporting Objectives and Content Generalizations. ED 160 791

Justice
- Liberty and Justice for All. ED 161 599
- Native American Justice Issues in North Dakota. ED 161 600

Justificative Evaluation
- Uses and Abuses of Evaluation in Continuing Education Programs: On the Frequent Futility of Formative, Summative, and Justificative Evaluation. ED 160 734

Kamehameha Early Education Program
- Description of the KEEP Reading Curriculum, 1975-76. Technical Report No. 43. ED 161 021

Kentucky
- Black Employment in Kentucky State Agencies, Seventh Report. An Analysis of Job Levels, Salaries and Hiring Patterns as of November, 1975. ED 161 974
- The Condition of Kentucky's Independent Colleges, 1971-72 to 1975-76. AIR Forum Paper 1978. ED 161 345
- Kentucky's Declining School Population. ED 161 152

Kentucky Educational Assessment Program
- Kentucky Educational Assessment Program 1976. State Summary. ED 161 936

Kindergarten
- The Bee Hive: The Arts in Early Education. ED 161 518
- Methods Used for Kindergartens in the State of Kuwait. ED 161 545
- Program-Fair Evaluation of Instructional Programs: Initial Results of the Kindergarten Reading Readiness Inquiry. ED 161 519

Kindergarten Children
- School Before Six: A Diagnostic Approach. Volume II (Revised Edition). ED 161 517

Knowledge Level
- The Changing Health Knowledges of College Students. ED 161 843
- Resolution of Misconceptions of Latency and Adolescent Sicklers. ED 160 943

Kolmogorov Smirnov Test
- Chi Square or K-S? That is the Question. ED 161 900

Kuwait
- Methods Used for Kindergartens in the State of Kuwait. ED 161 545

Labeling (of Persons)
- Learning Disabilities. Part II. Program 114. ED 161 207
- Learning Disabilities. Part I. Program 113. ED 161 206

Labor Force
- Sex-Linked Role Behavior in Three Employment Groups. ED 160 945

Labor Legislation
- Action Resulting from CEAFU's Textbook Bias Study. ED 161 824
- Classroom Treatment of the Right to Work. Revised October 1978. ED 161 823

Labor Market
- The Effects of a Dual Labor Market in Higher Education. AIR Forum Paper 1978. ED 161 352
- Final Report. Ethnic Minorities in American Labor Markets. ED 161 788
- Labor Market Structures and Job Mobility. Discussion Paper No. 505-78. ED 162 047

Labor Unions
- Our Union Heritage: A Chronicle of Labor's Struggle for Social Justice. ED 161 774
- Special Report: Teachers and Labor Relations, 1976-1977. Government Employee Relations Report Covering Municipal, County, State, and Federal Developments. ED 161 154

Laboratory Procedures
- Developmental Draft for Regents Chemistry Syllabus. ED 161 752

Laboratory Techniques
- Self-Monitoring Procedures: Basic Laboratory Skills, Instructional Package Worksheets. ED 161 699

Land Use
- Application of Sludges and Wastewaters on Agricultural Land: A Planning and Educational Guide, MCD-35. Research Bulletin 1090. ED 161 750
- Gold Creek: Preserving an Environmental Studies Center. ED 161 464
- Job Title Analysis for Selected Job Titles in Horticulture. Final Report. ED 160 889

Language Arts
- The Complete Guide to Learning Centers. ED 161 059//
- Designs and Directions for English Programs, Grades 8-12. ED 161 048
- Intermediate SCDC Spanish Curricula Units. Language Arts, Unit I, Kits 1-4, Supplement & Ditto Packet. ED 161 597
- Intermediate SCDC Spanish Curricula Units. Language Arts, Unit I, Kits 1-4, Teacher's Guide. ED 161 596
- K-12 Course Goals in Language Arts. Second Edition. ED 161 025//
- Language Arts Skills and Instruction: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' January through June 1978 (Vol. 38 Nos. 7 through 12). ED 161 081
- SCDC Spanish Curricula Units. Language Arts Strand, Unit 7, Grade 3, Teacher's Guide Multi-Ethnic Edition. ED 161 647
- SCDC Spanish Curricula Units. Language Arts Strand, Unit 8, Grade 3, Supplement & Ditto Packet. ED 161 657
- SCDC Spanish Curricula Units. Language Arts Strand, Unit 8, Grade 3, Teacher's Guide Multi-Ethnic Edition. ED 161 656
- SCDC Spanish Curricula Units. Language Arts Strand, Unit 9, Grade 3, Supplement & Ditto Packet. ED 161 622
- SCDC Spanish Curricula Units. Language Arts Strand, Unit 9, Grade 3, Teacher's Guide. ED 161 621
- SCDC Spanish Curricula Units. Language Arts, Unit 10, Grade 3, Supplement & Ditto Packet. ED 161 612
- SCDC Spanish Curricula Units. Language Arts, Unit 10, Grade 3, Teacher's Guide. ED 161 611
- SCDC Spanish Curricula Units. Language Arts, Unit 4, Grade Two, Supplement & Ditto Packet. ED 161 594
- SCDC Spanish Curricula Units. Language Arts, Unit 4, Grade Two, Teacher's Guide. ED 161 593
- SCDC Spanish Curricula Units. Language Arts, Unit 6, Grade 2, Supplement & Ditto Packet. ED 161 630
- SCDC Spanish Curricula Units. Language Arts, Unit 6, Grade 2, Teacher's Guide. ED 161 629
- SCDC Spanish Curricula Units. Spanish SL Strand, Unit 10, Grade 3, Teacher's Guide. ED 161 609
- SCDC Spanish Curricula Units. Spanish SL Strand, Unit 3, Grade One, Teacher's Guide. ED 161 584
- SCDC Spanish Curricula Units. Spanish SL Strand, Unit 4, Grade Two, Teacher's Guide. ED 161 591
- SCDC Spanish Curricula Units. Spanish SL Strand, Unit 6, Grade 2, Supplement & Ditto Packet. ED 161 632
- SCDC Spanish Curricula Units. Spanish SL Strand, Unit 7, Grade 3, Teacher's Guide Multi-Ethnic Edition. ED 161 648
- SCDC Spanish Curricula Units. Spanish SL Strand, Unit 8, Grade 3, Teacher's Guide Multi-Ethnic Edition. ED 161 658
- SCDC Spanish Curricula Units. Spanish SL Strand, Unit 9, Grade 3, Supplement & Ditto Packet. ED 161 624
- SCDC Spanish Curricula Units. Spanish SL Strand, Unit 9, Grade 3, Teacher's Guide. ED 161 623
- SCDC Spanish Curricula Units. Spanish SL, Unit 6, Grade 2, Teacher's Guide. ED 161 631
- Vermont Diary: Language Arts in the Open Classroom. ED 161 055//

Language Attitudes
- Assessing Attitudinal Outcomes. The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9. ED 161 265//
- Handbook of Semantic Word Norms. ED 161 271//
- Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5. ED 161 243

Language Contact
- Language Contact: Spanish in the 70's. Papers in Linguistics, 1974-1977: A Collection of M.A. Papers from Students in the Linguistics Department of Northeastern Illinois University. ED 161 292

Language Development
- The Acquistion of Intervocalic Consonants in Mexican Spanish: A Cross-Sectional Study Based on Imitation Data. Papers and Reports on Child Language Development, No. 9. ED 161 268
- Developing a Research-Based Language/Reading Program. ED 160 974
- Development of Rhythm in Early Phonology. Papers and Reports on Child Language Development, No. 12. ED 161 296
- The Early Presuppositions and Performatives of Normal and Language Disabled Children. Papers and Reports on Child Language Development, No. 12. ED 161 301
- Final Report on Hearing and Speech Agency Infant-Parent Project (Program Performance Report for Handicapped Children's Early Education Project). July 1, 1976 Through June 30, 1977. ED 161 229
- A Functional Analysis of Defective and Non-Defective Requests in the Speech of Mothers to Children. Papers and Reports on Child Language Development, No. 11. ED 161 267
- Language Learning Strategies: Does the Whole Equal the Sum of the Parts? Papers and Reports on Child Language Development, No. 12. ED 161 299
- Language, Speech, and Communication Skills Training: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' January through June 1978 (Vol. 38 Nos. 7 through 12). ED 161 101
- A Longitudinal Study of the Acquisition of the Voicing Contrast in American-English Word-Initial Stops, as Measured by Voice Onset Time. Papers and Reports on Child Language Development, No. 14. ED 161 305
- Phonemic Discrimination and the Knowledge of Words in Children under 3 Years. Papers and Reports on Child Language Development, No. 11. ED 161 266
- Phonological Production and Perception in Verbal Autistic, Normal, and Mentally Retarded Subjects. Papers and Reports on Child Language Development, No. 12. ED 161 300
- Propositions across Utterances and Speakers. Papers and Reports on Child Language Development, No. 12. ED 161 298
- Role Playing as an Imaginative Experience for Language Growth. ED 161 524
- Topics in the Acquisition of Mandarin Phonology: A Case Study. Papers and Reports on Child Language Development, No. 14. ED 161 304
- Universals in Second Language Acquisition: Focus on English. Papers in Linguistics, 1974-1977: A Collection of M.A. Papers from Students in the Linguistics Department of Northeastern Illinois University. ED 161 290
- Writing and Learning Across the Curriculum 11-16. ED 161 064//

Language Dominance
- Phonological Evidence for Coordinate and Compound Bilingualism. Papers in Linguistics, 1974-1977: A Collection of M.A. Papers from Students in the Linguistics Department of Northeastern Illinois University. ED 161 291

Language Enrollment
- The Realities Facing the Profession. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5. ED 161 244//

Language Experience Approach
- Nurturing Academic Talent in Early Childhood: Reading. ED 161 528

Language Handicapped
- Language Intervention. A Sampling of Selected Programs for Severe, Moderate, and Mild Impairments 1969-1975. ED 161 184

Language Handicaps
- Communication Problems of Learning Disabled Children. ED 161 220
- The Early Presuppositions and Performatives of Normal and Language Disabled Children. Papers and Reports on Child Language Development, No. 12. ED 161 301
- Minor Physical Anomalies and Language and Behavior of Selected Two-Year Old Children. Final Report. ED 161 227
- What Psychology and Special Education Have to Share with Teachers of Writing. ED 161 074

Language Instruction
- ACTFL Annual Bibliography of Books and Articles on Pedagogy in Foreign Languages for the Years 1975 and 1976. ED 161 302
- Adaptation in Language Teaching. ED 161 279//
- An Advanced Reader in Chinese Sociology-Anthropology. ED 161 283//
- An Advance Reader in Chinese Art History. ED 161 284//
- Assessing Attitudinal Outcomes. The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9. ED 161 265//
- Career Education. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5. ED 161 248//
- Collected Papers in Teaching English as a Second Language and Bilingual Education: Themes, Practices, Viewpoints. ED 161 242
- Communication and Beyond. The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9. ED 161 258//
- Developing a Research-Based Language/Reading Program. ED 160 974
- Empathy for a Second Culture: Motivations and Techniques. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5. ED 161 251//
- English Language Teaching Profile: Canada. ED 161 289
- English Language Teaching Profile: France. ED 161 285
- English Language Teaching Profile: Sultanate of Oman. ED 161 288
- English Language Teaching Profile: Sweden. ED 161 287
- English Language Teaching Profile: The Gambia. ED 161 286
- Foreign Language Study for a World in Transition. The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9. ED 161 256//
- Health Vocabulary, 1966. Guide for Translation into the Language, Chinyanja, of the Host Country, Malawi. ED 161 241
- Individualization and Personalization. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5. ED 161 250//
- Interdisciplinary Studies. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5. ED 161 247//
- An Investigation of Counseling Learning/Community Language Learning. Papers in Linguistics, 1974-1977: A Collection of M.A. Papers from Students in the Linguistics Department of Northeastern Illinois University. ED 161 293
- The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9. ED 161 255
- The L'' Connection: The Interdependence of Second Language Programs. The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9. ED 161 263//
- Making Crosscultural Connections. The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9. ED 161 261//
- Many Learners, Many Goals, Many Curricula. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5. ED 161 245//
- New Curricular Connections. The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9. ED 161 259//
- Notional Syllabuses: Theory into Practice. L'enseignement de la competence de communication en langues secondes. Actes du colloque de la Commission interuniversitaire suisse de linguistique appliquee. Bulletin CILA (The Teaching of Communicative Competence in Second Languages. Acts of the Colloquium of the Swiss Interuniversity Commission for Applied Linguistics. CILA Bulletin). ED 161 295
- Options for the Teaching of Foreign Languages, Literatures, and Cultures. ED 161 276
- Our Language Heritage: A Historical Perspective. The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9. ED 161 257//
- Quality and Relevance in Teacher Education. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5. ED 161 253//
- The Realities Facing the Profession. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5. ED 161 244//
- Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5. ED 161 243
- Responding to Today's Issues. The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9. ED 161 260//
- Teacher Education for a Changing World. The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9. ED 161 262//
- Testing: A Vital Connection. The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9. ED 161 264//
- Theoretical Foundations in Linguistics and Related Fields. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5. ED 161 252//

Language Learning Levels
Universals in Second Language Acquisition: Focus on English. Papers in Linguistics, 1974-1977: A Collection of M.A. Papers from Students in the Linguistics Department of Northeastern Illinois University. ED 161 290

Language Maintenance
Our Language Heritage: A Historical Perspective. The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9. ED 161 257//

Language of Instruction
Bilingual Education: The National Perspective. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5. ED 161 246//
A Community's Struggle for Equal Educational Opportunity: Aspira v. Bd. of Ed. OME Monograph Number Two. ED 162 034
English Language Teaching Profile: Canada. ED 161 289
English Language Teaching Profile: The Gambia. ED 161 286

Language Patterns
Reader Expectations and the Poetic Line. ED 161 054

Language Planning
Our Language Heritage: A Historical Perspective. The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9. ED 161 257//

Language Processing
Language Learning Strategies: Does the Whole Equal the Sum of the Parts? Papers and Reports on Child Language Development, No. 12. ED 161 299
Phonological Evidence for Coordinate and Compound Bilingualism. Papers in Linguistics, 1974-1977: A Collection of M.A. Papers from Students in the Linguistics Department of Northeastern Illinois University. ED 161 291
Propositions across Utterances and Speakers. Papers and Reports on Child Language Development, No. 12. ED 161 298

Language Proficiency
The Dynamics of English as an International, Foreign, Second and Auxiliary Language. ED 161 269
Language in Education: Testing the Tests. ED 161 278//

Language Programs
Career Education. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5. ED 161 248//
The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9. ED 161 255
Language Intervention. A Sampling of Selected Programs for Severe, Moderate, and Mild Impairments 1969-1975. ED 161 184
The L'' Connection: The Interdependence of Second Language Programs. The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9. ED 161 263//
The Multiple Role of Oral Language Assessment: Language Status, Research, and Curriculum Development. ED 161 058
New Curricular Connections. The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9. ED 161 259//

Language Research
A Comparison of Reading Miscues and Writing Miscues. ED 161 009
Language Contact: Spanish in the 70's. Papers in Linguistics, 1974-1977: A Collection of M.A. Papers from Students in the Linguistics Department of Northeastern Illinois University. ED 161 292
Language, Speech, and Communication Skills Training: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' January through June 1978 (Vol. 38 Nos. 7 through 12). ED 161 101
Miscue Analysis in Writing. ED 161 078
Miscue Analysis: The Writing of Three Hispanic American Students in a Class of Twenty Fourth Graders. ED 161 077
Moves toward a Cognitive Grammar'': Some Implications of Linking Grammar with Cognitive Representation. ED 161 091
Positive and Negative Semantic Markers in Psychological Research: Does It Matter if Society Makes Love or War? ED 161 775
Report of the Phonology Laboratory, No. 2. ED 161 294
A Short History of Sentence Combining: Its Limitations and Use. ED 161 079
A Study of Cued Free Recall Learning among Rural Hawaiian Children Using Standardized Norms. Technical Report No. 71. ED 161 022
Theoretical Foundations in Linguistics and Related Fields. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5. ED 161 252//

Language Rhythm
Development of Rhythm in Early Phonology. Papers and Reports on Child Language Development, No. 12. ED 161 296
Discourse Functions of Inversion Constructions. Technical Report No. 98. ED 160 998

Language Role
English Language Teaching Profile: Canada. ED 161 289
English Language Teaching Profile: France. ED 161 285
English Language Teaching Profile: Sultanate of Oman. ED 161 288
English Language Teaching Profile: Sweden. ED 161 287
English Language Teaching Profile: The Gambia. ED 161 286
Our Language Heritage: A Historical Perspective. The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9. ED 161 25[illegible]//

Language Skills
Language Games-An Important Component of the Reading Program. ED 160 977
Language, Speech, and Communication Skills Training: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' January through June 1978 (Vol. 38 Nos. 7 through 12). ED 161 101
Learning to Read in Different Languages-Universals and Specifics. ED 160 988
Spanish-Language Assessment in a Bilingual Teacher Education Program. ED 161 878
Stimulated Reading for Disfluent Elementary Readers. ED 160 984
Testing: A Vital Connection. The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9. ED 161 264//

Language Styles
The Dynamics of English as an International, Foreign, Second and Auxiliary Language. ED 161 269
A Multivariate Investigation of Perceptual Attributions Concerning Gender Appropriateness in Language. ED 161 095

Language Teachers
The Future of Professional Associations. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5. ED 161 254//
Quality and Relevance in Teacher Education. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5. ED 161 253//
Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5. ED 161 243
Teacher Education for a Changing World. The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Voi. 9. ED 161 262//

Language Tests
Guidelines for Selecting Test Instruments and Procedures for Assessing the Needs of Bilingual Children and Youth. Part I: Guidelines for Determining Student Eligibility for Bilingual Instruction. Part II: Revised Guidelines for Selecting Test Instruments and Procedures in Bilingual Instruction. ED 161 951
Language in Education: Testing the Tests. ED 161 278//
The Multiple Role of Oral Language Assessment: Language Status, Research, and Curriculum Development. ED 161 058
Spanish-Language Assessment in a Bilingual Teacher Education Program. ED 161 878
Testing: A Vital Connection. The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9. ED 161 264//

Language Universals
Universals in Second Language Acquisition: Focus on English. Papers in Linguistics, 1974-1977: A Collection of M.A. Papers from Students in the Linguistics Department of Northeastern Illinois University. ED 161 290

Language Usage
A Functional Analysis of Defective and Non-Defective Requests in the Speech of Mothers to Children. Papers and Reports on Child Language Development, No. 11. ED 161 267
Language Contact: Spanish in the 70's. Papers in Linguistics, 1974-1977: A Collection of M.A. Papers from Students in the Linguistics Department of Northeastern Illinois University. ED 161 292
Moves toward a Cognitive Grammar'': Some Implications of Linking Grammar with Cognitive Representation. ED 161 091
Positive and Negative Semantic Markers in Psychological Research: Does It Matter if Society Makes Love or War? ED 161 775
A Preliminary Investigation of Communication Skills among Rural Hawaiian Children. Technical Report No. 73. ED 161 087
A Writing Vocabulary of Elementary Children. ED 161 084//

Language Variation
The Dynamics of English as an International, Foreign, Second and Auxiliary Language. ED 161 269
A Multivariate Investigation of Perceptual Attributions Concerning Gender Appropriateness in Language. ED 161 095

Languages for Special Purposes
Career Education. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5. ED 161 248//

Latent Trait Theory
Some Results on the Robustness of Latent Trait Models. ED 161 894

Law Enforcement
Liberty and Justice for All. ED 161 599
The National Manpower Survey of the Criminal Justice System. Volume Two: Law Enforcement. ED 160 863
Native American Justice Issues in North Dakota. ED 161 600

Law Schools
Analogy and Credentialling. Research Series No. 6. ED 161 835

Laws
Due Process in Special Education: A Step-by-Step Resource Manual for Hearing Officers. ED 161 174
Report from the United States: The Privacy Act of 1974 and the Social Sciences Need for Access to Data. ED 161 785

Leadership
Comprehensive Career Guidance. Classroom Meetings. Staff Development K-6. ED 160 847

Leadership Qualities
The Effect of a Strike on Organizational Climate and Leadership: A Study of a Middle School. ED 161 140
Personality Characteristics, Interpersonal Values and Leadership Attitudes of Mid-Level Managers. Final Report. ED 160 896

Leadership Responsibility
Community Groups: Keeping Them Alive & Well. Keys to Community Involvement Series: 1. ED 161 117
Group Leadership: Understanding, Guiding, & Sharing. Keys to Community Involvement Series: 15. ED 161 131

Leadership Styles
Is Female Leadership Perceived as a Disadvantage? ED 160 965

Leadership Training
Comprehensive Career Guidance. Parent Education and Consultation. Staff Development K-6. ED 160 846
Conducting Leadership Training Workshops. ED 160 816
Nurturing Leadership Talent in Early Childhood. ED 161 532
Staff Development in Career Guidance: A Facilitator's Handbook. ED 160 843
Things to do to Build Communication and Trust. ED 160 927

Learning
Scientific Concept Learning in Children Subsequent to A-T Instruction: The Effect of Prior Knowledge on Resulting Cognitive Structure. ED 161 770
Student Perception of the Classroom Learning Environment in Biology, Chemistry, and Physics Courses. Research Paper No. 12. ED 161 681
Access to Knowledge. Volume II. Data Collection and Analysis: An Appendix to The Report of the Florida Commission on Educational Outreach and Service. ED 160 737
Apollo-Soyuz Pamphlet No. 1: The Flight. Apollo-Soyuz Experiments in Space. ED 161 717
Apollo-Soyuz Pamphlet No. 2: X-Rays, Gamma-Rays. Apollo-Soyuz Experiments in Space. ED 161 718
Apollo-Soyuz Pamphlet No. 3: Sun, Stars, In Between. Apollo-Soyuz Experiments in Space. ED 161 719
Apollo-Soyuz Pamphlet No. 4: Gravitational Field. Apollo-Soyuz Experiments in Space. ED 161 720
Apollo-Soyuz Pamphlet No. 6: Cosmic Ray Dosage. Apollo-Soyuz Experiments in Space. ED 161 722
Apollo-Soyuz Pamphlet No. 7: Biology in Zero-G. Apollo-Soyuz Experiments in Space. ED 161 723
Apollo-Soyuz Pamphlet No. 8: Zero-G Technology. Apollo-Soyuz Experiments in Space. ED 161 724
Apollo-Soyuz Pamphlet No. 9: General Science. Apollo-Soyuz Experiments in Space. ED 161 725
Basic Mathematics Review. Information Sheets and Worksheets for Apprentice and Vocational Students. Revised to Meet 1975 Electrical Code. ED 160 876
Calculator. ED 160 870
Calculator Handbook. Problem Solving Project. ED 161 758
Calculator. Owning a Small Business. ED 160 869
Careers for Bilinguals. Volume One. Student Workbook . ED 160 727//
The Complete Guide to Learning Centers. ED 161 059//
The Doing Book. An Experiential Approach to Consumer Education. ED 160 773
Eliminating Sexism: Rewriting the Scripts. An Informational Guide to Sex Stereotyping, Sex Bias and Sex Discrimination. Instructor's Manual. ED 160 753
Empathy for a Second Culture: Motivations and Techniques. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5. ED 161 251//
Energy Conservation Activities for the Classroom K-12. ED 161 727
Evaluation of USMES Implementation Projects. Evaluation Report. ED 161 915
Exercises in Persuasion. ED 161 098
Getting to Know the Calculator. Problem Solving Project. ED 161 757
Ideas for Strengthening Mathematics Skills. ED 161 730
Improving Children's Prose Comprehension: Selected Strategies That Seem to Succeed. Theoretical Paper No. 72. ED 160 975
Improving the Verbal Cognitive Skills of Disadvantaged Preschool Children Through the Arts. Project Termination Report. ED 161 536
Intermediate SCDC Spanish Curricula Units. Language Arts, Unit 1, Kits 1-4, Supplement & Ditto Packet. ED 161 597
Intermediate SCDC Spanish Curricula Units. Language Arts, Unit 1, Kits 1-4, Teacher's Guide. ED 161 596
Mathematics Unipac. Computers. ED 160 868
New Curricular Connections. The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9. ED 161 259//
Parent's Notebook. ED 161 522//
Problem Solving: Opening the Door Using the Mini-Calculator. Problem Solving Project. ED 161 759//
SCDC Spanish Curricula Units. Fine Arts Strand, Unit 6, Grade 2, Supplement & Ditto Packet. ED 161 638
SCDC Spanish Curricula Units. Fine Arts Strand, Unit 6, Grade 2, Teacher's Guide Multi-Ethnic Edition. ED 161 637
SCDC Spanish Curricula Units. Fine Arts Strand, Unit 7, Grade 3, Teacher's Guide Multi-Ethnic Edition. ED 161 645
SCDC Spanish Curricula Units. Fine Arts Strand, Unit 8, Grade 3, Teacher's Guide Multi-Ethnic Edition. ED 161 650
SCDC Spanish Curricula Units. Fine Arts Strand, Unit 9, Grade 3, Teacher's Guide. ED 161 625
SCDC Spanish Curricula Units. Fine Arts, Unit 4, Grade Two, Teacher's Guide. ED 161 639
SCDC Spanish Curricula Units. Language Arts Strand, Unit 7, Grade 3, Teacher's Guide Multi-Ethnic Edition. ED 161 647
SCDC Spanish Curricula Units. Language Arts Strand, Unit 8, Grade 3, Teacher's Guide Multi-Ethnic Edition. ED 161 656
SCDC Spanish Curricula Units. Language Arts Strand, Unit 9, Grade 3, Teacher's Guide. ED 161 621
SCDC Spanish Curricula Units. Language Arts, Unit 10, Grade 3, Teacher's Guide. ED 161 611
SCDC Spanish Curricula Units. Language Arts, Unit 4, Grade Two, Teacher's Guide. ED 161 593
SCDC Spanish Curricula Units. Language Arts, Unit 6, Grade 2, Supplement & Ditto Packet. ED 161 630
SCDC Spanish Curricula Units. Language Arts, Unit 6, Grade 2, Teacher's Guide. ED 161 629
SCDC Spanish Curricula Units. Science/Math Strand, Unit 1, Grade One, Teacher's Guide. ED 161 582
SCDC Spanish Curricula Units. Science/Math Strand, Unit 3, Grade One, Teacher's Guide Multi-Ethnic Edition. ED 161 587
SCDC Spanish Curricula Units. Science/Math Strand, Unit 4, Grade Two, Teacher's Guide. ED 161 589
SCDC Spanish Curricula Units. Science/Math Strand, Unit 6, Grade 2, Supplement & Ditto Packet. ED 161 636
SCDC Spanish Curricula Units. Science/Math Strand, Unit 6, Grade 2, Teacher's Guide Multi-Ethnic Edition. ED 161 635
SCDC Spanish Curricula Units. Science/Math Strand, Unit 7, Grade 3, Teacher's Guide Multi-Ethnic Edition. ED 161 643
SCDC Spanish Curricula Units. Science/Math Strand, Unit 9, Grade 3, Supplement & Ditto Packet. ED 161 628
SCDC Spanish Curricula Units. Science/Math Strand, Unit 9, Grade 3, Teacher's Guide. ED 161 627
SCDC Spanish Curricula Units. Science/Math, Unit 10, Grade 3, Teacher's Guide. ED 161 615
SCDC Spanish Curricula Units. Social Science Strand, Unit 6, Grade 2, Supplement & Ditto Packet. ED 161 634
SCDC Spanish Curricula Units. Social Science Strand, Unit 7, Grade 3, Teacher's Guide Multi-Ethnic Edition. ED 161 641
SCDC Spanish Curricula Units. Social Science Strand, Unit 8, Grade 3, Teacher's Guide Multi-Ethnic Edition. ED 161 654
SCDC Spanish Curricula Units. Social Science Strand, Unit 9, Grade 3, Supplement & Ditto Packet. ED 161 620
SCDC Spanish Curricula Units. Social Science Strand, Unit 9, Grade 3, Teacher's Guide. ED 161 619
SCDC Spanish Curricula Units. Social Science, Unit 10, Grade 3, Teacher's Guide. ED 161 617
SCDC Spanish Curricula Units. Social Science, Unit 6, Grade 2, Teacher's Guide. ED 161 633
SCDC Spanish Curricula Units. Spanish SL Strand, Unit 10, Grade 3, Supplement & Ditto Packet. ED 161 610
SCDC Spanish Curricula Units. Spanish SL Strand, Unit 10, Grade 3, Teacher's Guide. ED 161 609
SCDC Spanish Curricula Units. Spanish SL Strand, Unit 3, Grade One, Teacher's Guide. ED 161 584
SCDC Spanish Curricula Units. Spanish SL Strand, Unit 7, Grade 3, Teacher's Guide Multi-Ethnic Edition. ED 161 648
SCDC Spanish Curricula Units. Spanish SL Strand, Unit 8, Grade 3, Teacher's Guide Multi-Ethnic Edition. ED 161 658
SCDC Spanish Curricula Units. Spanish SL Strand, Unit 9, Grade 3, Teacher's Guide. ED 161 623
SCDC Spanish Curricula Units. Spanish SL, Unit 6, Grade 2, Teacher's Guide. ED 161 631
School Before Six: A Diagnostic Approach. Volume II (Revised Edition). ED 161 517
Sex Stereotyping, Bias, and Discrimination in the World of Work: A Workbook. Instructor's Manual. ED 160 755
Some Monadic/Diadic Combos. Project Paper 77-6. ED 161 671
Teachers' Manual for Career Education: Instilling Readiness for Decision-Making. ED 160 798
Teaching Tips on Cultural Differences in Vocational Education. A Guidebook of Selected Activities for Teaching Students Who Are Ethnically and/or Culturally Different. ED 160 767

Learning Characteristics
Aspects of Ethnicity: Understanding Differences in Pluralistic Classrooms. ED 162 039//
Cultural Factors in Learning and Instruction. ERIC/CUE Urban Diversity Series, Number 56. ED 162 012
Learning in Adolescence. The Andover Review: A Journal for Secondary Education, Spring 1978. Special Issue . And Learning in Adolescence II. The Andover Review: A Journal for Secondary Education, Fall 1978. Special Issue . ED 161 781

Learning Difficulties
Nutrition and Its Effects on the Hyperkinetic Child's Behavior and Learning: A Case Study. ED 161 548

Learning Disabilities
Code of Ethics and Competencies for Teachers of Learning Disabled Children and Youth. ED 161 198
Communication Problems of Learning Disabled Children. ED 161 220
The Effectiveness of Teaching Strategies on Performance of Handicapped Pupils. ED 161 236
An Individualized Method for Assessing the Learning Disabled'' Child. ED 161 902
Learning Disabilities. Part II. Program 114. ED 161 207
Learning Disabilities. Part I. Program 113. ED 161 206
Learning Disabilities with Emphasis on Reading: An Annotated Bibliography. ED 161 012
No Easy Answers: The Learning Disabled Child. ED 161 182
On the Differential Transfer of Abilities to Reading. ED 160 987
Procedures for Identifying Specific Learning Disabilities. ED 161 175
Project Overview. ED 161 170
Reading Achievement: Characteristics Associated with Success and Failure: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' July through September 1978 (Vol. 39 Nos. 1 through 3). ED 161 015
A Sex Education Program in a Therapeutic Pre-School. ED 161 199
Testing and Evaluation in Reading: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' May through September 1978 (Vol. 38 No. 11 through Vol. 39 No. 3). ED 161 005
What Psychology and Special Education Have to Share with Teachers of Writing. ED 161 074

Learning Experience
How to Help Your Child: A Guide for Parents of Multiply Handicapped Children. ED 161 193

Learning Laboratories
Mathematics: K-14. A Learning Center Approach at Tacoma Community College. ED 161 509

Learning Modalities
Cognitive Mapping,'' Learning Styles,'' and Sensory Modality Preferences'' as Factors in Individualized Instruction: A Position Paper on the As Yet Largely Untapped Research Potential of Integrated Information Systems when Combined with Educational Technology. ED 161 407
Measurement Systems Viewed as Cognitive Structures. Final Report. ED 161 947

Learning Modules
Home Visitor's Resource Materials. ED 161 523//
Learning Activity Packets for Minimal Mathematics Competencies in Vocational Education. Exemplary Project in Vocational Education Conducted under Public Law 90-576, Section 132 of P.L. 94-482. Final Report. ED 160 830
Module Development Handbook. ED 160 776

Learning Motivation
Adult Vocational Education Follow Through. A System for Participant Feedback for Decision Makers. Final Report. ED 160 865
The Only Pre-Writing'' That Counts Motivation. ED 161 039

Learning Processes
Adapting Teaching Styles to Learning Styles. ED 161 870
Instruction First, Writing Later. ED 161 032
On the Differential Transfer of Abilities to Reading. ED 160 987
Production Deficiency of Labeling Skills in a Prereading Letter Discrimination Task. Technical Report No. 37. ED 161 020
Scientific Concept Learning in Children Subsequent to A-T Instruction: The Effect of Prior Knowledge on Resulting Cognitive Structure. ED 161 770
Some Instructional Implications from a Mathematical Model of Cognitive Development. ED 161 927
A Study of Cued Free Recall Learning among Rural Hawaiian Children Using Standardized Norms. Technical Report No. 71. ED 161 022
Text Annotation: A Technique for Facilitating Knowledge Integration. ED 161 086
Theoretical Issues in the Process-Product Controversy. ED 161 034
Universals in Second Language Acquisition: Focus on English. Papers in Linguistics, 1974-1977: A Collection of M.A. Papers from Students in the Linguistics Department of Northeastern Illinois University. ED 161 290

Learning Strategies
Language Learning Strategies: Does the Whole Equal the Sum of the Parts? Papers and Reports on Child Language Development, No. 12. ED 161 299
Universals in Second Language Acquisition: Focus on English. Papers in Linguistics, 1974-1977: A Collection of M.A. Papers from Students in the Linguistics Department of Northeastern Illinois University. ED 161 290

Learning Theories
Measurement Systems Viewed as Cognitive Structures. Final Report. ED 161 947
Teaching, Interviewing, and Learning Theory. ED 161 771

Legal Aid
Issues in Developmental Disabilities Evaluation and Advocacy. ED 161 185

Legal Costs
Compensating Victims of Violent Crime: Potential Costs and Coverage of a National Program. ED 160 972

Legal Education
The National Manpower Survey of the Criminal Justice System. Volume Four: Courts. ED 160 864

Legal Problems
Banned Books; 387 B.C. to 1978 A.D. ED 161 065//
Forcible Rape: Prosecutor Administrative and Policy Issues. Prosecutors' Volume III. ED 160 970
Legal and Legislative Implications of Competency-Based Education. Paper No. 5, Series of 6. ED 160 729
Real Women, Real Lives. Marriage, Divorce, Widowhood. ED 161 778
Toward a True Marriage Partnership. ED 161 779
What Happens After Arrest? A Court Perspective of Police Operations in the District of Columbia. ED 160 925

Legal Responsibility
Effect of Victim-Offender Relationship and Victim Resistance on Attributions of Rape. ED 160 948

Legislation
Gifted and Talented Children: Update. Program 112. ED 161 210

Leisure Time
Leisure Exploration Service, Southern Illinois University, Carbondale, Illinois. ED 160 928
Work and Leisure Environments. Leader's Handbook . ED 160 857

Lesson Observation Criteria
Teacher Performance Assessment Instruments: A Guide to Interpretation. ED 161 957//
Teacher Performance Assessment Instruments: Plans for Practice Rating. ED 161 956//

Lesson Plans
The Balch Institute Study Guide for Immigration History and Ethnic Studies. ED 161 792
Development and Exchange of Instructional Resources in Water Quality Control Programs, IV: Selecting Instructional Media and Instructional Systems. ED 161 696//
Instructor's Manual for Electrical Apprentice Technical Training. Series No. D (Fourth Year). Revised to Meet 1978 Electrical Code. ED 160 884
Teacher Performance Assessment Instruments: Plans for Practice Rating. ED 161 956//
Teachers Using Volunteers and Aides: An Inservice Teaching Packet. ED 161 868
Training Volunteers and Aides: An Inservice Teaching Packet. ED 161 869
Winter Outdoor Education Activities: Snowshoes and Exploring the Winter Environment. ED 161 579

Letters (Correspondence)
Correspondence: A Medium Rediscovered. ED 161 072
Let's Write It Right! A Student-Oriented Approach for Teaching Letterwriting Skills. ED 161 068

Lexicography
Compilation of a Communication Skills Lexicon Coded with Linguistic Information. Technical Report No. 58. ED 161 041

Liberal Arts
Journalism and the Educational Views of Alexander Meiklejohn. ED 161 027

Libraries
A Study of Library Cooperatives, Networks and Demonstration Projects. Final Report. Volume II: Case Study Reports: Twelve Projects Supported by the HEA II-B Library Research and Demonstration Program and LSCA III Multitype Library Cooperation and Networking in Ten States. ED 161 406

Library Collections
Facts About Maryland's School Library Media Programs, 1976-77. ED 161 459

Library College
The Doing of History: A Practical Use of the Library-College Concept. ED 161 428

Library Cooperation
A Study of Library Cooperatives, Networks and Demonstration Projects. Final Report. Volume I: Findings and Recommendations. ED 161 405

Library Expenditures
Facts About Maryland's School Library Media Programs, 1976-77. ED 161 459

Library Instruction
Action and Interaction: An Elementary Library Media Program. ED 161 437

Library Networks
A Study of Library Cooperatives, Networks and Demonstration Projects. Final Report. Volume I: Findings and Recommendations. ED 161 405
A Study of Library Cooperatives, Networks and Demonstration Projects. Final Report. Volume II: Case Study Reports: Twelve Projects Supported by the HEA II-B Library Research and Demonstration Program and LSCA III Multitype Library Cooperation and Networking in Ten States. ED 161 406

Library Planning
Guidelines for the Consolidation of School Libraries. ED 161 458
The Hollins Branch Library and its Community: An Analysis of Available Data. ED 161 439
Information Resources: An Analysis of Community Needs and an Evaluation of Library Services in Chatham and Alamance Counties. ED 161 438

Library Programs
Activities with Young Adult Periodicals. ED 161 442
Creative Activities with Children's Periodicals. ED 161 441
Texas State Library: Library Services and Construction Act. Annual Report, FFY 1977. ED 161 427

Library Role
The Doing of History: A Practical Use of the Library-College Concept. ED 161 428

Library Science
The Value of Information: Collection of Papers Presented at 6th Mid-Year Meeting of the American Society for Information Science. ED 161 455

Library Services
American Indian Library Services State of the Art Report. ED 161 573
Information Resources: An Analysis of Community Needs and an Evaluation of Library Services in Chatham and Alamance Counties. ED 161 438
A Study of Library Cooperatives, Networks and Demonstration Projects. Final Report. Volume I: Findings and Recommendations. ED 161 405
Yadkin Valley Early Childhood Creative Library Project. Final Summary Report. ED 161 550

Library Services and Construction Act
A Study of Library Cooperatives, Networks and Demonstration Projects. Final Report. Volume I: Findings and Recommendations. ED 161 405
A Study of Library Cooperatives, Networks and Demonstration Projects. Final Report. Volume II: Case Study Reports: Twelve Projects Supported by the HEA II-B Library Research and Demonstration Program and LSCA III Multitype Library Cooperation and Networking in Ten States. ED 161 406
Texas State Library: Library Services and Construction Act. Annual Report, FFY 1977. ED 161 427

Library Skills
Action and Interaction: An Elementary Library Media Program. ED 161 437
Finding Information in the Library: A Guide to Reference Sources for Rochelle High School Students. Second Edition. ED 161 460
Student Activity Workbook for Use with Finding Information in the Library. ED 161 461

Library Surveys
American Indian Library Services State of the Art Report. ED 161 573

Life Style
Leisure Exploration Service, Southern Illinois University, Carbondale, Illinois. ED 160 928

Linear Programing
A Methodology for Designing High Level Computer Input Systems for Mathematical Programming Models. Industrial and Systems Engineering Report Series No. J-78-16. ED 161 692

Linguistic Competence
The Acquistion of Intervocalic Consonants in Mexican Spanish: A Cross-Sectional Study Based on Imitation Data. Papers and Reports on Child Language Development, No. 9. ED 161 268
Aspects of Communicative Competence: The Effect of Situation upon the Oral Language of Adults with Different Reading and Writing Proficiencies. ED 161 023
Reading Achievement: Characteristics Associated with Success and Failure: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' July through September 1978 (Vol. 39 Nos. 1 through 3). ED 161 015

Linguistic Performance
Aspects of Communicative Competence: The Effect of Situation upon the Oral Language of Adults with Different Reading and Writing Proficiencies. ED 161 023
A Longitudinal Study of the Acquisition of the Voicing Contrast in American-English Word-Initial Stops, as Measured by Voice Onset Time. Papers and Reports on Child Language Development, No. 14. ED 161 305

Linguistic Theory
Alternative Outcomes of Reading Comprehension: New Verbal Strategies. ED 160 992
Ordinary Language Philosophy and Composition. ED 161 047
Theoretical Foundations in Linguistics and Related Fields. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5. ED 161 252//

Linguistics
Some Reflections on the Role of Linguistics in the Preparation of Bilingual/ Cross-Cultural Teachers. Bilingual Education Paper Series, Vol. 1, No. 12. ED 161 274
Theoretical Foundations in Linguistics and Related Fields. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5. ED 161 252//

Linking Agents
A Taxonomy of Technical Assistance Skills. ED 161 116

Listening Skills
Language Arts Skills and Instruction: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' January through June 1978 (Vol. 38 Nos. 7 through 12). ED 161 081

Literacy
Communication Arts in the Ancient World. ED 161 108//

Literacy Education
Motivating Linguistic Minorities for Reading through Local Authorship. ED 160 996
Procedures Manual of the Adult Right-To Read Project of the Vermont Adult Basic Education Program 1975-1978; Addison and Rural Chittenden Counties, Vermont. ED 161 003

Literary Analysis
Love's Pain: Anna Akhmatova and Sexual Politics. ED 161 045
The Response of Sixth-Grade Readers to Selected Children's Literature with Special Reference to Moral Judgment. ED 161 004
Understanding and Appreciating Metaphors. Technical Report No. 11. ED 160 979

Literary Conventions
The Celluloid Critic and the Student of Composition. ED 161 061
Reader Expectations and the Poetic Line. ED 161 054
Understanding and Appreciating Metaphors. Technical Report No. 11. ED 160 979

Literary Criticism
The Celluloid Critic and the Student of Composition. ED 161 061

Literature
A Chart Book of Indicators of Scientific and Technical Communication in the United States. ED 161 430
Literature Literary Values, and the Teaching of Literature: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' August and September 1978 (Vol. 39 Nos. 2 and 3). ED 161 089

Literature Appreciation
Curriculum Guide for Junior High School English (Grades 7, 8, and 9). Revised Draft. ED 161 076
Literature, Literary Values, and the Teaching of Literature: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' August and September 1978 (Vol. 39 Nos. 2 and 3). ED 161 089
The Relative Importance of Four Narrative Factors in the Reading Interests of Male and Female Adolescents in Grades Ten through Twelve. ED 160 993
The Ultimate Developmental Task in Adolescent Literature. ED 161 075

Literature Reviews
American Indian Library Services State of the Art Report. ED 161 573
Classroom Assessment Techniques For Hearing Impaired Students: A Literature Review. ED 161 937
Death Education: An Overview. ED 161 867
The Ethno-Cultural Factor in Mental Health: A Literature Review and Bibliography. ED 161 963//
How Young People Find Career-Entry Jobs: A Review of the Literature. ED 160 821
Methodological Issues in Studying Symbolic Play. ED 161 547
A Review of Related Literature Concerning Components of Systems and Studies That Impact on Identification and Selection of EMRs and Slow Learners for Vocational Programs. ED 160 817
A Short History of Sentence Combining: Its Limitations and Use. ED 161 079
Social Science and Historical Materials on the Asian American Experience. ED 162 033

Living Standards
Peace Corps Handbook, Spring 1977. ACTION Pamphlet No. 4200.7. ED 161 707

Loan Repayment
Status of Office of Education's National Direct Student Loan Funds at Selected Postsecondary Education Institutions. Report by the Comptroller General of the United States. ED 161 324

Local Advisory Councils
Guidelines for Local Advisory Councils on Vocational-Technical Education. (Revised). ED 160 728

Local Government
The Effects of Media Dependencies on Audience Assessment of Government. ED 161 028

Local History
Walking Through History. The Seaports of Black Rock and Southport. ED 161 780

Locus of Control
Changes in Personality Impressions Formed by Status-Oriented Individuals who Differ in Need-for-Social Approval (NA) or Locus-of-Control Reinforcement. ED 160 937
The Effects of Locus of Control and Method of Presentation on Pre-Service Teacher's Achievement. ED 161 769
Locus of Control Change in College Students: A Future Role for Student Development. ED 160 933
Perception of Locus of Control as a Predictor of Attitude Toward Students' Evaluation of University Faculty. AIR Forum Paper 1978. ED 161 381
Relationships Between Psychological Androgyny, Social Conformity, and Perceived Locus of Control. ED 160 915

Logical Thinking
Ordinary Language Philosophy and Composition. ED 161 047

London Trestle Tree Apparatus
Motor Creativity of Preschool Children on the London Trestle Tree Apparatus. ED 161 851

Long Range Planning
Long-Range Financial Planning in Minnesota: Exploring State Level Issues, Problems and Alternatives. AIR Forum Paper 1978. ED 161 375

Longitudinal Studies
Bias Resulting from Nonresponse: Methodology and Findings, Revised, Technical Report on NLS Base-Year Estimates. ED 161 918
Longitudinal Study, Title VII Bilingual Program Santa Fe Public Schools, Santa Fe, New Mexico ED 161 275

Low Ability Students
High Risk Students in the Community College: A Paired Study. ED 161 469

Low Achievement Factors
Parish Primary School Survey, 1976. ED 161 562//

Low Achievers
The Effect of Choice Format on Internal Consistency. ED 161 940

Low Income Groups
Can Welfare Reform Eliminate Poverty? Discussion Paper No. 517-78. ED 162 049
Employment and Economic Issues of Low-Income Women: Report of a Project. ED 162 045
Making Health Education Work. ED 161 841//

Lower Class Students
Review of Research in Parental Involvement in Education, Interim Report: Low SES and Minority Student Achievement Study. ED 161 980

Lumbee (Tribe)
Robeson County Compensatory Indian Education Project. Project Evaluation and Final Report. ED 161 605
Robeson County Indian Education Needs Assessment, FY-79. ED 161 606

Lunch Programs
FRAC's Guide to the School Lunch and Breakfast Programs. ED 161 113

Machine Translation
Overcoming the Language Barrier. Third European Congress on Information Systems and Networks, Vol. 1. ED 161 280//

Magnet Schools
Regulations Pertaining to Section 8 of Chapter 636 of the Acts of 1974, Regarding Magnet School Facilities (Subsection 37I), and Magnet Educational Programs (Subsection 37J). ED 162 020

Mail Registration
A Comparison of the College's Mail and On-Site Registration Totals for Fall 1978 with Fall 1977. ED 161 500

Maine
Rate of Return to Southern Maine and Northern Maine Vocational Technical Institutes. AIR Forum Paper 1978. ED 161 386

Mainstreaming
Counseling the Hearing Impaired Child in the Public Schools: Techniques and Strategies. ED 160 912
The Development of a Competency Based Professional Preparation Progam in Physical Education for Work with Handicapped Children. Final Report. ED 161 871
Growth of Attitudes, Knowledge, and Skill Required by P.L. 94-142 Among Preservice Teachers. ED 161 845
Guidance Services for the Physically Disabled Two-Year College Student: A Counselor's Manual. ED 161 490
Needs Assessment Procedure: Mainstreaming Handicapped. Volume I. Final Technical Report. ED 160 891
Needs Assessment Procedure: Mainstreaming Handicapped. Volume II. A Manual for Vocational Education Administrators. Final Report. ED 160 892
Promising Practices in Mainstreaming for the Secondary School Principal. ED 161 189

Malawi
Health Vocabulary, 1966. Guide for Translation into the Language, Chinyanja, of the Host Country, Malawi. ED 161 241

Males
Competence and Sex Prejudice Is the Latter Disappearing? ED 160 916
The Earnings of Males and Marital Disruption. Discussion Paper No. 504-78. ED 162 046
Final Report. Ethnic Minorities in American Labor Markets. ED 161 788
Home Economics Unlimited. ED 162 030
Love's Pain: Anna Akhmatova and Sexual Politics. ED 161 045
The Problem with Puberty....The Problem with Your Body. ED 161 830//

Management
Energy Conservation: A Management Report for State and Local Governments and A Technical Guide for State and Local Governments. ED 161 765
An Energy Conservation Retrofit Process for Existing Public and Institutional Facilities. ED 161 763
Information Will Not Make You Well. MIS Re-examined. AIR Forum Paper 1978. ED 161 367
Management Development Needs of California Community College Administrators. ED 161 502
Motivation, Management, and Performance. ED 160 932

Management by Objectives
Management by Objectives in the Schools. ED 161 842

Management Development
Management Analysis in the Chicago Public Schools. ED 161 968
Use of Assessment Centers in the Selection and Training of School Administrators. ED 161 134

Management Education
Cost-Effective Position Management: A Training Program for Local VA Management. ED 160 804
Selected Attitudes Dealing with Individualized and Traditional Instruction. ED 160 814

Management Information Systems
Alabama Vocational Management Information System. Final Report. ED 160 888
Are Statewide Data Systems Meeting the Local Institution's Needs? AIR Forum Paper 1978. ED 161 337
Balancing Computer Resources with Institutional Needs. AIR Forum Paper 1978. ED 161 338
The Costs and Benefits of Information: Data-Based Decisions at the Private Institution. AIR Forum Paper 1978. ED 161 347
Data Bases at a State Institution Costs, Uses and Needs. AIR Forum Paper 1978. ED 161 349
An Experiment on Social Information Processing Among Teachers. Report No. 243. ED 161 846
Information Will Not Make You Well. MIS Re-examined. AIR Forum Paper 1978. ED 161 367
A Methodology for Data Structure Assessment in Higher Education Administration. AIR Forum Paper 1978. ED 161 377
Multi-Level Information Systems. AIR Forum Paper 1978. ED 161 379

Management Systems
An Empirical Study of Implementing an Academic Unit Planning Tool: Implications for Institutional Research and Management. AIR Forum Paper 1978. ED 161 355
Management by Objectives in the Schools. ED 161 842
Targets of Opportunity: Strategies for Managing a Staff Development Consortium. ED 161 485

Managerial Occupations
Sex and Authority in the Workplace: The Causes of Sexual Inequality. Discussion Paper No. 506-78. ED 162 042

Mandarin Chinese
Topics in the Acquisition of Mandarin Phonology: A Case Study. Papers and Reports on Child Language Development, No. 14. ED 161 304

Manpower Development
A Knowledge Development Plan for the Youth Employment and Demonstration Projects Act of 1977. ED 160 743
A Manpower Policy for Primary Health Care: Report of a Study. ED 161 768
The National Manpower Survey of the Criminal Justice System. Volume Six: Criminal Justice Manpower Planning. ED 160 740

Manpower Needs
Development of a Regional Manpower Information System. Research and Development Project. Final Report. ED 160 766
Integrating Postsecondary Program Planning and Employment Demand. AIR Forum Paper 1978. ED 161 371
The National Manpower Survey of the Criminal Justice System. Volume Five: Criminal Justice Education and Training. ED 160 738
The National Manpower Survey of the Criminal Justice System. Volume Four: Courts. ED 160 864
The National Manpower Survey of the Criminal Justice System. Volume One: Summary Report. ED 160 862
The National Manpower Survey of the Criminal Justice System. Volume Six: Criminal Justice Manpower Planning. ED 160 740
The National Manpower Survey of the Criminal Justice System. Volume Two: Law Enforcement. ED 160 863

Manpower Utilization
Cost-Effective Position Management: A Training Program for Local VA Management. ED 160 804
Development of a Regional Manpower Information System. Research and Development Project. Final Report. ED 160 766
Poverty and the Distribution of Mental Health Resources: Rural-Urban Comparisons. Scientific Article No. A2748, Contribution No. 5508 of the Maryland Agricultural Experiment Station. ED 161 601
Sex Stereotyping, Bias, and Discrimination in the World of Work: A Workbook. Instructor's Manual. ED 160 755

Manuals
Demonstration and Research Pest Control: A Training Program for the Certification of Pesticide Applicators, Manual No. 10. ED 161 762
Microscopic Analysis of Plankton, Periphyton, and Activated Sludge. Training Manual. ED 161 715
National Home Start Evaluation: Field Procedures Manual. ED 161 544
Procedures Manual of the Adult Right-To Read Project of the Vermont Adult Basic Education Program 1975-1978; Addison and Rural Chittenden Counties, Vermont. ED 161 003

Marine Biology
The Current State of Secondary School Marine Science Education in the United States. ED 161 746
Education and the World Ocean: A Partial Bibliography for Marine Educators. ED 161 674

Marital Instability
The Earnings of Males and Marital Disruption. Discussion Paper No. 504-78. ED 162 046

Marketing
The Cost and Value of Marketing Analysis. AIR Forum Paper 1978. ED 161 346
Distributive Education Programs. A Program Information Publication. ED 160 827
Marketing Plan 1978. ED 161 486
The Role of Institutional Research in the College and University Marketing Process. AIR Forum Paper 1978. ED 161 391
The Uses of Student Market Segmentation Techniques in College Recruitment. AIR Forum Paper 1978. ED 161 402

Marriage
Ecological and Paradoxical Interventions with Couples. ED 160 951
Postponing Marriage: The Influence of Schooling, Working, and Work Plans for Young Women. ED 161 790
Real Women, Real Lives. Marriage, Divorce, Widowhood. ED 161 778
Sex-Linked Role Behavior in Three Employment Groups. ED 160 945
Stages of Courtship: The Development of Premarital Relationships. ED 160 964
Toward a True Marriage Partnership. ED 161 779

Marriage Counseling
Ecological and Paradoxical Interventions with Couples. ED 160 951
Work Evaluation for Economically and Educationally Disadvantaged Families of Barron County. Final Report. ED 160 763

Mars
Mars: The Viking Discoveries. ED 161 728

Maryland
Guidelines for Local Advisory Councils on Vocational-Technical Education. (Revised). ED 160 728

Masonry
Trade Masonry Syllabus. ED 160 815

Mass Media
Community Standards and Their Misperception: A Local Public Opinion Poll on Pornography. ED 161 090
Coordinated Use of Mass Media for the Development and Delivery of Career Education. Final Report. And A Study of Awareness of and Interest in the Career Education Program in the New Haven Area . ED 160 794
Electronic News Delivery Needs Only FCC Encouragement for Invasion of U.S.A. ED 161 036
Mass Media: A Student's Guide to Reference Resources. ED 161 053
Uses and Effects of Television and Other Mass Media: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' July through September 1978 (Vol. 39 Nos. 1 through 3). ED 161 110

Massachusetts
Because It Is Right Educationally. A Ten-Year Report. Principles Governing Massachusetts Board of Education Integration Policy Decisions, 1965-1975. ED 162 019
Regulations Pertaining to Section 8 of Chapter 636 of the Acts of 1974, Regarding Magnet School Facilities (Subsection 37I), and Magnet Educational Programs (Subsection 37J). ED 162 020
Title I ESEA, Fiscal Year 1976. Commonwealth of Massachusetts. ED 162 006

Massachusetts (Boston)
Metropolitan Planning Project, 1973-75. Final Performance Report. ED 162 002
Metropolitan Planning Project, 1975-77. Final Performance Report. ED 162 003
Metropolitan Planning Project, 1977-78. Final Performance Report. ED 161 978
Metro Ways to Understanding: Volume I: A Plan for the Voluntary Elimination of Racial and Ethnic Isolation in the Schools of the Boston Metropolitan Area. ED 162 001

Master Plans
Analysis of the University of the District of Columbia's Consolidated Master Plan Development. ED 161 323

Masters Degrees
The Development of a Competency Based Professional Preparation Progam in Physical Education for Work with Handicapped Children. Final Report. ED 161 871
Reviews of Data on Science Resources, No. 32. Employment Patterns of Recent Entrants Into Science and Engineering. ED 161 701
Toward Competency Based Learning in Organizational Behavior. Final Report. ED 161 314

Mastery Learning
Approaches to Validation of Criterion-Referenced Tests and Computer-Based Instruction in a Military Prdject. ED 161 434

MAT SEA CAL Oral Proficiency Tests
The Multiple Role of Oral Language Assessment: Language Status, Research, and Curriculum Development. ED 161 058

Matching Familiar Figures (Kagan)
Style and Strategy in the Performance of the Adult Version of the Matching Familiar Figures Test. ED 160 913

Mate Selection
Dual-Career Relationships: The College Couple Perspective. ED 160 939

Material Development
Adaptation in Language Teaching. ED 161 279//
Learning Activity Packets for Minimal Mathematics Competencies in Vocational Education. Exemplary Project in Vocational Education Conducted under Public Law 90-576, Section 132 of P.L. 94-482. Final Report. ED 160 830
Module Development Handbook. ED 160 776
Motivating Linguistic Minorities for Reading through Local Authorship. ED 160 996
Unit of Instruction: Writing, Teaching, Supplementing. ED 160 733

Mathematical Applications
Case Studies in Applied Mathematics. ED 161 756
A Methodology for Designing High Level Computer Input Systems for Mathematical Programming Models. Industrial and Systems Engineering Report Series No. J-78-16. ED 161 692

Mathematical Concepts
Evaluation of Mathematical Thinking. Discussion Paper No. 3. ED 161 557
Nurturing Academic Talent in Early Childhood: Math. ED 161 529

Mathematical Linguistics
Handbook of Semantic Word Norms. ED 161 271//

Mathematical Models
Case Studies in Applied Mathematics. ED 161 756
The Development of a Class of Oblique Factor Solutions. ED 161 890
Implied Orders As A Basis For Tailored Testing. Final Report. Technical Report No. 6. ED 161 922
Invariance of Rasch Model Ability Parameter Estimates Over Different Collections of Items. ED 161 893

Mathematics
Australian Item Bank Program: Handbook for Mathematics Item Bank. ED 161 906//
Australian Item Bank Program: Mathematics Item Bank. Book 1: Arithmetic, Algebra. ED 161 904//
Australian Item Bank Program: Mathematics Item Bank. Book 2: Abstract Algebra, Relations and Functions, Analysis, Geometry, Trigonometry, Applied Mathematics, Statistics and Probability. ED 161 905//
Calculators and Unary Operations: A Position Paper with Instructional Suggestions. Project Paper 77-7. ED 161 672

Mathematics Curriculum
SCDC Spanish Curricula Units. Science/Math Strand, Unit 1, Grade One, Teacher's Guide. ED 161 582
SCDC Spanish Curricula Units. Science/Math Strand, Unit 3, Grade One, Teacher's Guide Multi-Ethnic Edition. ED 161 587
SCDC Spanish Curricula Units. Science/Math Strand, Unit 4, Grade Two, Teacher's Guide. ED 161 589
SCDC Spanish Curricula Units. Science/Math Strand, Unit 6, Grade 2, Teacher's Guide Multi-Ethnic Edition. ED 161 635
SCDC Spanish Curricula Units. Science/Math Strand, Unit 7, Grade 3, Teacher's Guide Multi-Ethnic Edition. ED 161 643
SCDC Spanish Curricula Units. Science/Math Strand, Unit 8, Grade 3, Teacher's Guide Multi-Ethnic Edition. ED 161 652
SCDC Spanish Curricula Units. Science/Math Strand, Unit 9, Grade 3, Teacher's Guide. ED 161 627

Mathematics Education
Calculator. ED 160 870
Calculator. Owning a Small Business. ED 160 869
The Effects of Inductive-Deductive Teaching Methods and Field-Dependence-Independence Cognitive Style Upon Student Achievement in Mathematics. ED 161 700
A Long-Term Study of the Stability of Learning Environments. Research Paper No. 24. ED 161 685
Mathematics Unipac. Computers. ED 160 868

Mathematics Instruction
Mathematics: K-14. A Learning Center Approach at Tacoma Community College. ED 161 509
Nurturing Academic Talent in Early Childhood: Math. ED 161 529
SCDC Spanish Curricula Units. Science/Math Strand, Unit 9, Grade 3, Supplement & Ditto Packet. ED 161 628
SCDC Spanish Curricula Units. Science/Math, Unit 10, Grade 3, Teacher's Guide. ED 161 615
Status Report on TICCIT 1977-78. ED 161 468

Mathematics Materials
- SCDC Spanish Curricula Units. Science/Math Strand, Unit 3, Grade One, Supplement & Ditto Packet. ED 161 588
- SCDC Spanish Curricula Units. Science/Math Strand, Unit 4, Grade 2, Supplements & Ditto Packet. ED 161 590
- SCDC Spanish Curricula Units. Science/Math Strand, Unit 6, Grade 2, Supplement & Ditto Packet. ED 161 636
- SCDC Spanish Curricula Units. Science/Math Strand, Unit 7, Grade 3, Supplement & Ditto Packet. ED 161 644
- SCDC Spanish Curricula Units. Science/Math Strand, Unit 8, Grade 3, Supplement & Ditto Packet. ED 161 653
- SCDC Spanish Curricula Units. Science/Math, Unit 1, Grade One, Supplement & Ditto Packet. ED 161 583
- SCDC Spanish Curricula Units. Science/Math, Unit 10, Grade 3, Supplement & Ditto Packet. ED 161 616

Mathematics Teachers
- Adequacy of Teaching Conditions as Perceived by Administrators and Teachers. Research Paper No. 7. ED 161 678
- Differences Between Teachers' Self-Ratings and Principal and University Faculty's Idealized Mathematics Teacher as Measured by a Mathematics Inventory. Research Paper No. 19. ED 161 68[illegible]
- The Effect of Teacher Participation in NSF Institutes Upon Student Achievement. Research Paper No. 10. Revised Edition. ED 161 680
- Predicting Teacher NTE Scores in Mathematics. Research Paper No. 15. ED 161 682

Matrices
- Competency Based Curriculum for Agricultural Occupations Programs Phase I Developing an Occupational Matrix and Completing a Job Title Purposive Study. Final Report. ED 160 820
- An Examination of Sampling Characteristics of Some Analytic Factor Transformation Techniques. ED 161 891
- The Matrix System: A Practical Basis for Stimulus Selection. ED 161 429

Maturation
- The Problem with Puberty....The Problem with Your Body. ED 161 830//

McMaster Computer Aided Instructional Delivery
- MCAID A Generalized Text Driver. ED 161 420

Measurement
- Measurement Systems Viewed as Cognitive Structures. Final Report. ED 161 947

Measurement Goals
- Goal Attainment Scaling: A Primary Method of Treatment and Program Evaluation in Project SAIL - A Special Education Dropout Prevention Program. ED 161 191
- Report of the Michigan Educational Assessment Program's External Advisory Panel on Evaluation. ED 161 950

Measurement Instruments
- An Empirical Study of Implementing an Academic Unit Planning Tool: Implications for Institutional Research and Management. AIR Forum Paper 1978. ED 161 355
- Program-Fair Evaluation of Instructional Programs: Initial Results of the Kindergarten Reading Readiness Inquiry. ED 161 519
- Reading Instruction: The Affective Domain Measuring Affective Growth in Reading.'' ED 160 990
- Reconciling the Differences: Partnerships in Teacher Preparation Programs. ED 161 071

Measurement Techniques
- Assessing Attitudinal Outcomes. The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9. ED 161 265//
- Enrollment Projections When the System Changes. AIR Forum Paper 1978. ED 161 354
- Municipal Overburden in New Jersey: An Assessment. New Jersey Urban Education Research Reports No. 2. ED 161 114
- Perception of Locus of Control as a Predictor of Attitude Toward Students' Evaluation of University Faculty. AIR Forum Paper 1978. ED 161 381
- Rate of Return to Southern Maine and Northern Maine Vocational Technical Institutes. AIR Forum Paper 1978. ED 161 386
- A Theoretical Framework for Educational Output Measurement. AIR Forum Paper 1978. ED 161 398
- Towards Measuring the Success of Occupational Education. AIR Forum Paper 1978. ED 161 399

Media Selection
- Bibliography of Multi-Ethnic and Sex-Fair Resource Materials. ED 162 007
- Development and Exchange of Instructional Resources in Water Quality Control Programs, III: Selecting Audio-Visual Equipment. ED 161 695//
- Development and Exchange of Instructional Resources in Water Quality Control Programs, IV: Selecting Instructional Media and Instructional Systems. ED 161 696//
- The Matrix System: A Practical Basis for Stimulus Selection. ED 161 429
- Report on the Study of Cooperative Materials Examination Centers for Wisconsin. ED 161 451

Medical Care Evaluation
- Child Cancer Control. Report on a Working Group. ED 161 554

Medical Education
- Integration Strategies for the Nursing Profession. ED 160 [illegible]60
- MCAID A Generalized Text Driver. ED 161 420

Medical Record
- Access to Medical Records. ED 161 094

Medical Schools
- Analogy and Credentialling. Research Series No. 6. ED 161 835
- Interactions of a Developing Medical School and an Urban Community. Paper Presented at the Annual Meeting of the American Association for the Advancement of Science (Boston, Massachusetts, 1976). ED 161 660

Medical Services
- A Manpower Policy for Primary Health Care: Report of a Study. ED 161 768
- This Is You. Revised Edition. ED 161 831//

Medicine
- A Manpower Policy for Primary Health Care: Report of a Study. ED 161 768
- Opportunities in Biological Sciences Careers. ED 161 764//

Meetings
- Group Progress: Recognizing & Removing Barriers. Keys to Community Involvement Series: 10. ED 161 126

Meiklejohn (Alexander)
- Journalism and the Educational Views of Alexander Meiklejohn. ED 161 027

Memory
- A Developmental Study of the Retention of Narrative Material. Final Report. ED 160 978
- Measurement Systems Viewed as Cognitive Structures. Final Report. ED 161 947
- Text Annotation: A Technique for Facilitating Knowledge Integration. ED 161 086

Mental Health
- Center for Minority Group Mental Health Programs, Division of Special Mental Health Programs. Active Grants (Abstracts). ED 162 004
- Death Education: An Overview. ED 161 867
- The Ethno-Cultural Factor in Mental Health: A Literature Review and Bibliography. ED 161 963//
- Poverty and the Distribution of Mental Health Resources: Rural-Urban Comparisons. Scientific Article No. A2748, Contribution No. 5508 of the Maryland Agricultural Experiment Station. ED 161 601

Mental Health Programs
- Center for Minority Group Mental Health Programs, Division of Special Mental Health Programs. Active Grants (Abstracts). ED 162 004
- The Neighborhood Factor in Problem Coping, Help Seeking and Social Support: Research Findings and Suggested Policy Implications. ED 160 968
- Poverty and the Distribution of Mental Health Resources: Rural-Urban Comparisons. Scientific Article No. A2748, Contribution No. 5508 of the Maryland Agricultural Experiment Station. ED 161 601
- The School Consultant As Teacher: Preventive Mental Health Curriculum in a Rural Public High School. ED 160 949
- Violent Youth: Who Are They, Where Do They Belong? ED 160 958
- Volunteer Effectiveness in Counseling Chronically Depressed Women Outpatients. ED 160 903
- Why Do We Need a Control Group? Why Should We Randomize? Some Answers for Evaluative Researchers. ED 160 924

Mental Illness
- Child Mental Health and Psychosocial Development. Report of a WHO Expert Committee. Technical Report Series No. 613. ED 161 538

Mentally Handicapped
- Alaska's Youth: Needs Assessment and Resource Inventory. ED 161 195
- Mental Retardation and the Law: A Report on Status of Current Court Cases. July 1978. ED 161 180
- Pennsylvania Training and Demonstration Center for Severely and Profoundly Retarded Children: TRAC (Training, Resources, Acquisition, Control). Final Report, July 1, 1975 to September 30, 1976. ED 161 192

Mergers
- Analysis of the University of the District of Columbia's Consolidated Master Plan Development. ED 161 323

Merit Rating Programs
- Predicting Peer Evaluation of Scientists. ED 160 921

Meta analysis
- A Meta-Analysis of Selected Advance Organizer Research Reports from 1960-1977. ED 161 755

Meta Evaluation
- Can Meta-Evaluation Give a Direction for Research on Evaluation? ED 161 938

Metaphors
- Understanding and Appreciating Metaphors. Technical Report No. 11. ED 160 979

Methods Courses
- FEHR-Practicum: A Computer-Simulation Approach to Teaching Research and Evaluation Methods. ED 161 935

Metropolitan Planning Project
- Metropolitan Planning Project, 1973-75. Final Performance Report. ED 162 002
- Metropolitan Planning Project, 1975-77. Final Performance Report. ED 162 003
- Metropolitan Planning Project, 1977-78. Final Performance Report. ED 161 978
- Metro Ways to Understanding: Volume I: A Plan for the Voluntary Elimination of Racial and Ethnic Isolation in the Schools of the Boston Metropolitan Area. ED 162 001

Mexican American History
- Learning Achievement Packages. Mexican American Studies, English-Spanish. ED 161 595

Mexican Americans
- Bilingual, Bicultural, and Bidialectal Studies Related to Reading and Communication Skills: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' July through October 1978 (Vol. 39 Nos. 1 through 4). ED 161 083
- Miscue Analysis: The Writing of Three Hispanic American Students in a Class of Twenty Fourth Graders. ED 161 077

Mexican Spanish
- The Acquistion of Intervocalic Consonants in Mexican Spanish: A Cross-Sectional Study Based on Imitation Data. Papers and Reports on Child Language Development, No. 9. ED 161 268

Mexico
- Learning Achievement Packages. Mexican American Studies, English-Spanish. ED 161 595

Miami University
- Perceptions of Sorority and Fraternity Rush. Survey Report. Student Life Research Service. ED 161 322

Michigan
- Using Comparative Data in the Development of an Investment Needs Model For the State of Michigan. AIR Forum Paper 1978. ED 161 403

Michigan Department of Education
- Report on Bilingual Education, 1975-76. ED 161 272

Michigan Educational Assessment Program
- Interpretive Manual. The First Report of the 1977-78 Michigan Educational Assessment Program. ED 161 949
- Report of the Michigan Educational Assessment Program's External Advisory Panel on Evaluation. ED 161 950

Microbiology
- Microscopic Analysis of Plankton, Periphyton, and Activated Sludge. Training Manual. ED 161 715

Middle Aged
- Searchlight: Relevant Resources in High Interest Areas. Mid-Career Change: An Overview of Counseling Practices and Programs. ED 160 905

Middle Eastern History
- The Conditions of Ethnic Separatism: The Kurds in Turkey, Iran, and Iraq. ED 161 813

Middle Management
- Personality Characteristics, Interpersonal Values and Leadership Attitudes of Mid-Level Managers. Final Report. ED 160 896

Middle Schools
- A Descriptive Study of Organizational, Curriculum and Staff Utilizational Patterns of Selected New England Middle Schools. ED 161 136

Migration
- Farm Population Estimates for 1977. Rural Development Research Report No. 4. ED 161 607
- Urban and Rural Population Change in Wisconsin Counties, 1960 to 1975. Population Series 70-9. ED 161 602

Mildred L Batchelder Award
- Cultural Constellations in Translated Children's Literature: Evidence from the Mildred L. Batchelder Award. ED 161 026

Military Personnel
- Development of the Armed Services Vocational Aptitude Battery (ASVAB) Forms 2 and 3. Technical Paper 289. ED 161 913

Military Training
- Approaches to Validation of Criterion-Referenced Tests and Computer-Based Instruction in a Military Prdject. ED 161 434
- Radioman 3&2. (Revised). ED 160 861

Minimum Wage
- The Education Industry in Puerto Rico. An Economic Report. ED 161 157

Minnesota
- Long-Range Financial Planning in Minnesota: Exploring State Level Issues, Problems and Alternatives. AIR Forum Paper 1978. ED 161 375
- A Study of the Need for a Teacher Education Program for Part-Time Adult Vocational Instructors in Minnesota. ED 160 897

Minnesota Research & Evaluation
- A Long-Term Study of the Stability of Learning Environments. Research Paper No. 24. ED 161 685

Minnesota Research & Evaluation Project
- Applying Experimental Designs to Large-Scale Program Evaluation. Research Paper No. 2. ED 161 676
- Differences Between Teachers' Self-Ratings and Principal and University Faculty's Idealized Mathematics Teacher as Measured by a Mathematics Inventory. Research Paper No. 19. ED 161 684
- Evaluation of Implementation Projects Supported by the National Science Foundation. Research Paper No. 17. ED 161 683
- Predicting Teacher NTE Scores in Mathematics. Research Paper No. 15. ED 161 682
- The Relationship Between Teacher Characteristics and Student Achievement and Attitude. Research Paper No. 8. ED 161 679
- A Strategy for Evaluating the NSF Comprehensive Program for Teacher Education. Research Paper No. 1. ED 161 675
- Student Perception of the Classroom Learning Environment in Biology, Chemistry, and Physics Courses. Research Paper No. 12. ED 161 681

Minnesota Teacher Attitude Inventory
- Identification of Predictors of Coding Performance: Selecting Subjects to be Trained to Use Observation Systems. ED 161 898

Minority Group Children
- Cultural Conformity in Books for Children: Further Readings in Racism. ED 161 993//
- Simultaneous Equations Models of the Educational Process for U.S. Minority Students: An Analysis of the EEOS and NLS of 1972 Data. Final Report. ED 161 981
- Using Instructional Television Videocassettes as an Alternative Supplement to the Reading and Mathematics Instruction in Albert Sidney Johnston Elementary School. ED 161 404

Minority Groups
- Advocate Counseling and Institutional Racism. ED 162 005
- Bilingualism and British Education: The Dimensions of Diversity. ED 161 303
- Center for Minority Group Mental Health Programs, Division of Special Mental Health Programs. Active Grants (Abstracts). ED 162 004
- ERIC References on Urban and Minority Education. ED 162 013
- Making Health Education Work. ED 161 841//
- Minority Admissions and Performance in Graduate Study: A Preliminary Study of Fellowship Programs of the Ford Foundation and the Danforth Foundation. ED 161 979
- The Status and Future of Minority Group Representation in the Graduate and Professional Programs. ED 161 977
- The Struggle for Equal Opportunity: Strategies for Social Welfare Action. ED 162 009//
- Third World Population in California. Intern Research Project. ED 161 982
- Third World Students and Counseling: A Selected Bibliography. ED 160 938
- Where Feminism and Ethnicity Intersect: The Impact of Parallel Movements. Working Paper Series Number 16. ED 161 973//

Misbehavior
- Comprehensive Career Guidance. Improving Classroom Behavior. Staff Development K-6. ED 160 845

Miscue Analysis
- A Comparison of Reading Miscues and Writing Miscues. ED 161 009
- Miscue Analysis in Writing. ED 161 078
- Miscue Analysis: The Writing of Three Hispanic American Students in a Class of Twenty Fourth Graders. ED 161 077
- A Study of Reading Errors Using Goodman's Miscue Analysis and Cloze Procedure. ED 160 980

Modeling (Psychological)
- Effects of Coping and Mastery Modeling on Experienced and Inexperienced Pedodontic Patients' Disruptiveness. ED 161 535

Models
- Burkeian Invention, from Pentad to Dialectic. ED 161 029
- Career Guidance in Georgia. A Program Development Guide. ED 160 850
- A Cognitive Model of Reading for Elementary School Students. ED 160 973
- A Competency Based Human Relations Program Curriculum Model. ED 161 450
- A Conceptual Framework for Identifying and Assessing Needs in Postsecondary Education. AIR Forum Paper 1978. ED 161 341
- The Development of a Competency Based Teacher Education Curriculum Model. Final Report. ED 160 744
- Electronic Computers for Slate-Board Schools: An Ethnographic Parallel to Steel Axes for Stone-Age Men. ED 161 414
- Elements of an Economic Impact Study (Or Building on the ACE Model). AIR Forum Paper 1978. ED 161 353
- Error Analysis: How to Translate It into Positive Teaching. ED 161 044
- Evaluation of Early Childhood Programs: Toward a Developmental Perspective. ED 161 512
- Guidelines for Developing a Program for the Gifted and Talented. An Adaptation of a Model Provided by James Curry. ED 161 224
- Identifying and Reporting Child Abuse: A Model Policy and Rules. ED 161 196
- Pricing Policy and the College Choice Process. AIR Forum Paper 1978. ED 161 385
- A Resource Manual for the Development and Evaluation of Special Programs for Exceptional Students. Volume II-E: Emotionally Handicapped. Revised Edition. ED 161 226
- The Skill Acquisition Model: Behavioral Rehearsal as a Method for Developing Pro-Social Adaptive Behaviors in Elementary School Children. Final Report 52.3. ED 161 240
- Theoretical Issues in the Process-Product Controversy. ED 161 034

Modern Language Curriculum
- The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9. ED 161 255
- Notional Syllabuses: Theory into Practice. L'enseignement de la competence de communication en langues secondes. Actes du colloque de la Commission interuniversitaire suisse de linguistique appliquee. Bulletin CILA (The Teaching of Communicative Competence in Second Languages. Acts of the Colloquium of the Swiss Interuniversity Commission for Applied Linguistics. CILA Bulletin). ED 161 295
- Options for the Teaching of Foreign Languages, Literatures, and Cultures. ED 161 276

Money Management
- Personal Privacy in an Information Society: What are the Trade-Offs? Insights into Consumer Issues. ED 161 825

Moral Development
- The Influence of Child Person-Orientation on Adult Method of Eliciting Moral Behavior. ED 160 947
- The Place of Moral Education in the Curriculum of a Community College. ED 161 506
- The Student Personnel Worker as Teacher: Fostering Moral Devlopment in College Women. ED 160 930

Moral Issues
- Community Standards and Their Misperception: A Local Public Opinion Poll on Pornography. ED 161 090

Moral Values
- The Elderly: Teacher's Manual. Value Reasoning Series. ED 161 861//
- A Hierarchy of Human Rights. ED 161 787

Morrison (George H)
- George H. Morrison A Scottish Edwardian Preacher? ED 161 105

Mothers
- A Functional Analysis of Defective and Non-Defective Requests in the Speech of Mothers to Children. Papers and Reports on Child Language Development, No. 11. ED 161 267

Motivation
- The Effects of Sexual Composition and Group Size on Individual Effort. ED 160 959
- Motivation, Management, and Performance. ED 160 932
- Nonprojective Analysis of nAch Among Male and Female Workers. ED 160 922
- Professional Development and Personality in Religious Clergy. ED 160 942
- Seventh National Conference on Physical Activity for the Exceptional Individual. ED 161 857

Motor Development
- Nurturing Psychomotor Talent in Early Childhood. ED 161 534

Motor Vehicles
- To Prevent Harm. ED 160 751

Muckrakers
- The Mass Communication Theories'' of the Muckrakers. ED 161 030

Multicampus Districts
- State of the District. ED 161 465

Multicultural Education
- Bibliography of Multi-Ethnic and Sex-Fair Resource Materials. ED 162 007
- Crossing Cultures Third World Women. A Book of Materials, Activities, and Ideas for the Classroom Teacher. ED 162 028
- Cultural Conformity in Books for Children: Further Readings in Racism. ED 161 993//
- Making Crosscultural Connections. The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9. ED 161 261//

Multigraded Classes
- Small Schools and Combined Grades in Finland. Information Bulletin No 3, 1978. ED 161 564

Multiple Choice Tests
- Australian Item Bank Program: Handbook for Mathematics Item Bank. ED 161 906//
- Australian Item Bank Program: Handbook for Social Science Item Bank. ED 161 908//
- Australian Item Bank Program: Mathematics Item Bank. Book 1: Arithmetic, Algebra. ED 161 904//
- Australian Item Bank Program: Mathematics Item Bank. Book 2: Abstract Algebra, Relations and Functions, Analysis, Geometry, Trigonometry, Applied Mathematics, Statistics and Probability. ED 161 905//
- Australian Item Bank Program: Social Science Item Bank. ED 161 907//
- The Effect of Choice Format on Internal Consistency. ED 161 940

Multiple Regression Analysis
- A Method for Monitoring University Faculty Salary Policies for Sex Bias. AIR Forum Paper 1978. ED 161 378

Multiply Handicapped
- How to Help Your Child: A Guide for Parents of Multiply Handicapped Children. ED 161 193
- An In-Service Training Program for Service Providers Working with Multiply Handicapped Learners. ED 161 219
- Minor Physical Anomalies and Language and Behavior of Selected Two-Year Old Children. Final Report. ED 161 227

Multiunit Schools
- Management Implications of Team Teaching: Final Report. ED 161 153

Municipal Overburden
- Municipal Overburden in New Jersey: An Assessment. New Jersey Urban Education Research Reports No. 2. ED 161 114

Municipalities
- Municipal Overburden in New Jersey: An Assessment. New Jersey Urban Education Research Reports No. 2. ED 161 114

Museums
- What Are Data? Museum Data Bank Research Report Number 1. ED 161 425

Music
- Kids in Mental Institutions. Part II. Program 131. ED 161 209

Music Appreciation
- Nurturing Talent in the Visual and Performing Arts in Early Childhood: Art and Music. ED 161 533

Music Education
- Computer-Based Recognition of Perceptual Patterns in Harmonic Dictation Exercises. ED 161 411
- PLATO Music Systems. ED 161 421
- SCDC Spanish Curricula Units. Fine Arts Strand, Unit 3, Grade One, Teacher's Guide Multi-Ethnic Edition. ED 161 586
- SCDC Spanish Curricula Units. Fine Arts Strand, Unit 6, Grade 2, Supplement & Ditto Packet. ED 161 638
- SCDC Spanish Curricula Units. Fine Arts Strand, Unit 6, Grade 2, Teacher's Guide Multi-Ethnic Edition. ED 161 637
- SCDC Spanish Curricula Units. Fine Arts Strand, Unit 7, Grade 3, Supplement & Ditto Packet. ED 161 646
- SCDC Spanish Curricula Units. Fine Arts Strand, Unit 7, Grade 3, Teacher's Guide Multi-Ethnic Edition. ED 161 645
- SCDC Spanish Curricula Units. Fine Arts Strand, Unit 8, Grade 3, Supplement & Ditto Packet. ED 161 651
- SCDC Spanish Curricula Units. Fine Arts Strand, Unit 8, Grade 3, Teacher's Guide Multi-Ethnic Edition. ED 161 650
- SCDC Spanish Curricula Units. Fine Arts Strand, Unit 9, Grade 3, Supplement & Ditto Packet. ED 161 626
- SCDC Spanish Curricula Units. Fine Arts Strand, Unit 9, Grade 3, Teacher's Guide. ED 161 625
- SCDC Spanish Curricula Units. Fine Arts, Unit 10, Grade 3, Supplement & Ditto Packet. ED 161 614
- SCDC Spanish Curricula Units. Fine Arts, Unit 10, Grade 3, Teacher's Guide. ED 161 613
- SCDC Spanish Curricula Units. Fine Arts, Unit 4, Grade Two, Teacher's Guide. ED 161 639
- SCDC Spanish Curricula Units. Fine Arts, Unit 4, Grade 2, Supplements & Ditto Packet. ED 161 640

Music Therapy
- Arts for the Handicapped Child. Why? ED 161 214

Musical Composition
- PLATO Music Systems. ED 161 421

Narration
- A Developmental Study of the Retention of Narrative Material. Final Report. ED 160 978
- Evaluation as Story: The Narrative Quality of Educational Evaluation. ED 161 924

NATAL 74
- NATAL-74; First Results. ED 161 412
- A State-National Information Network for Independent Higher Education. AIR Forum Paper 1978. ED 161 394

National Competency Tests
- The Third Assessment of Science, 1976-77. Released Exercise Set. ED 161 686

National Defense
- The Peace Paradigm And Housing and World Order And Hunger and World Order And Hunger and World Order: Shaping a Moral Vision. The Whole Earth Papers, Vol. 1, No. 1-4, Fall, 1977. ED 161 797

National Diffusion Network
- A First Year Look at the National Diffusion/Adoption Network. Program Highlights. ED 161 865
- A Taxonomy of Technical Assistance Skills. ED 161 116

National Direct Student Loan Program
- Status of Office of Education's National Direct Student Loan Funds at Selected Postsecondary Education Institutions. Report by the Comptroller General of the United States. ED 161 324

National Longitudinal Study Followup Questionnaire
- Data Collection Activities for the Second Follow-Up (August 1974 through June 1975). National Longitudinal Study of the High School Class of 1972. Final Report. ED 161 919

National Longitudinal Study High School Class 1972
- Bias Resulting from Nonresponse: Methodology and Findings, Revised. Technical Report on NLS Base-Year Estimates. ED 161 918
- Data Collection Activities for the Second Follow-Up (August 1974 through June 1975). National Longitudinal Study of the High School Class of 1972. Final Report. ED 161 919
- First Follow-Up Survey. Final Methodological Report. Longitudinal Studies of Educational Effects. National Longitudinal Study of the High School Class of 1972. ED 161 921
- School File Documentation. National Longitudinal Study of the High School Class of 1972. ED 161 920

National Organizations
- Excerpt from the Proposal for the National Expansion of School Self-Renewal: Activities and Requirements for Developing a National Renewal Program. Final Report. ED 161 989

National Programs
- Excerpt from the Proposal for the National Expansion of School Self-Renewal: Activities and Requirements for Developing a National Renewal Program. Final Report. ED 161 989

Vocational Training in Latin America: A Comparative Perspective. Monographs on Comparative and Area Studies in Adult Education. ED 160 898

National Science Foundation

Adequacy of Teaching Conditions as Perceived by Administrators and Teachers. Research Paper No. 7. ED 161 678

The Effect of Teacher Participation in NSF Institutes Upon Student Achievement. Research Paper No. 10. Revised Edition. ED 161 680

Statistical Handbook of Science Education. ED 161 663

National Surveys

Bias Resulting from Nonresponse: Methodology and Findings, Revised. Technical Report on NLS Base-Year Estimates. ED 161 918

Changes in Social Studies Performance, 1972-76. Selected Results from the Second Assessment of Social Studies. ED 161 791

Compensating Victims of Violent Crime: Potential Costs and Coverage of a National Program. ED 160 972

Computer Based Education for Developing Educational Systems. ED 161 416

The Current State of Secondary School Marine Science Education in the United States. ED 161 746

Data Collection Activities for the Second Follow-Up (August 1974 through June 1975). National Longitudinal Study of the High School Class of 1972. Final Report. ED 161 919

Federal Funds for Research and Development Fiscal Years 1977, 1978, and 1979, Volume XXVII. Detailed Statistical Tables, Appendix C. ED 161 726

Minimum Competencies: A National Survey. ED 161 960

Multiculturalism and Ethnic Attitudes in Canada. ED 162 029//

National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Abstract. ED 161 731

National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Air. ED 161 732

National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Composite I (Environmental Engineering/Health). ED 161 733

National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Composite II (Education/Ecology). ED 161 734

National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Energy. ED 161 735

National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Noise. ED 161 736

National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Pesticides. ED 161 737

National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Potable Water II (Multiple Degree Programs). ED 161 739

National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Potable Water I (Single Degree Programs). ED 161 738

National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Private Sector. ED 161 740

National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Radiation. ED 161 741

National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Solid Waste. ED 161 742

National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Summary. ED 161 745

National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Wastewater II (Multiple Degree Programs). ED 161 744

National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Wastewater I (Single Degree Programs). ED 161 743

School File Documentation. National Longitudinal Study of the High School Class of 1972. ED 161 920

Natural Resources

Assessment and Priority-Development for Environmental Education Resources on Jamesville Quarry, Allied Chemical Corporation. Final Report. ED 161 747

Navy

Radioman 3&2. (Revised). ED 160 861

Relating Performance in Basic Electricity and Electronics and A'' Schools. ED 160 872

Need Analysis

The Determination of the Financial Needs of Adult Part-Time Students in Postsecondary Education. Final Report, Volume I. ED 161 331

Simulation of Financial Needs and Contributions of Adult Part-Time Students. Final Report. Volume II. ED 161 330

Needs

Motivation, Management, and Performance. ED 160 932

Needs Assessment

Adequacy of Budget Formulas for Balancing Institutional Needs and Resources in Non-Growth Periods. AIR Forum Paper 1978. ED 161 333

Alaska's Youth: Needs Assessment and Resource Inventory. ED 161 195

American Indian Library Services State of the Art Report. ED 161 573

Analysis of the University of the District of Columbia's Consolidated Master Plan Development. ED 161 323

Ascertainment of Community Needs in Jacksonville. Second Annual Survey. ED 161 408

Balancing Computer Resources with Institutional Needs. AIR Forum Paper 1978. ED 161 338

A Conceptual Framework for Identifying and Assessing Needs in Postsecondary Education. AIR Forum Paper 1978. ED 161 341

Critical Mass Academic Planning. AIR Forum Paper 1978. ED 161 348

Environmental Education and Outdoor Recreation. 1978 Nationwide Outdoor Recreation Plan, Task Force Report. ED 161 698

An Evaluation of Ascertainment Data Collection Methods Appropriate to Rural Areas. Final Report. ED 161 410

Evaluation Title IV Program Indian Education Act. Rice School District No. 20, San Carlos, Arizona. ED 161 572

An Experience in Financial Health Analysis in Higher Education. AIR Forum Paper 1978. ED 161 357

Guidelines for Selecting Test Instruments and Procedures for Assessing the Needs of Bilingual Children and Youth. Part I: Guidelines for Determining Student Eligibility for Bilingual Instruction. Part II: Revised Guidelines for Selecting Test Instruments and Procedures in Bilingual Instruction. ED 161 951

A Handbook for Institutional Academic and Program Planning: From Idea to Implementation. ED 161 327

The Impact of Health System Changes on the Nation's Requirements for Registered Nurses in 1985. Health Manpower References. ED 160 901

Information Strategies for an Institutional Planning Process. AIR Forum Paper 1978. ED 161 368

An Investigation of Consumer Education Course Content and Methodology and Related Needs of Consumer Education Teachers in Missouri. Final Report. ED 160 887

The ISTA/RCPSS Professional Education Inservice Needs Assessment. ED 161 828

Linking Academic Priorities to Resource Decisions. AIR Forum Paper 1978. ED 161 373

Management Analysis in the Chicago Public Schools. ED 161 968

Management Development Needs of California Community College Administrators. ED 161 502

Method Dependent Opinion Leadership: Implications for Ascertainment of Black Community Needs for Public Television Stations. ED 161 409

Needs Assessment in Education: More Discrepancy than Analysis. ED 161 161

Needs Assessment Procedure: Mainstreaming Handicapped. Volume I. Final Technical Report. ED 160 891

Needs Assessment Procedure: Mainstreaming Handicapped. Volume II. A Manual for Vocational Education Administrators. Final Report. ED 160 892

A Needs Based Vocational Guidance Program. Exemplary Project in Vocational Education Conducted under Part C of Public Law 90-576. Final Report. ED 160 835

The New Hampshire High School Career Education Model. Final Report. ED 160 781

Planning and Assessment in Community Education. ED 161 165//

Robeson County Indian Education Needs Assessment, FY-79. ED 161 606

School Before Six: A Diagnostic Approach. Volume I (Revised Edition). ED 161 516

A Study of the Need for a Teacher Education Program for Part-Time Adult Vocational Instructors in Minnesota. ED 160 897

Third World Population in California. Intern Research Project. ED 161 982

Wisconsin K-12 Career Education Consortium. Final Project Performance Report. Volume II of Two Volumes. ED 160 786

Wisconsin K-12 Career Education Consortium. Final Project Performance Report. Volume I of Two Volumes. ED 160 785

Negative Attitudes

Alienation and Expectation in American Political Culture. ED 161 777

Newspaper Versus Television Reliance and Political Disaffection. ED 161 042

Self-Disclosure as a Relationship Disengagement Strategy: An Exploratory Investigation. ED 161 104

Neglected Children

Identification and Definition of Factors Causally Associated with Child Abuse and Neglect. Final Report. ED 161 221

Leaving Home: Family Relationships of the Runaway. ED 161 176

Multidisciplinary Teams in Child Abuse and Neglect Programs. A Special Report from the National Center on Child Abuse and Neglect, August, 1978. ED 161 202

Pro-Child: A Child Abuse and Neglect Program. Final Report. ED 161 216

Pro-Child: A Child Abuse and Neglect Program. Supplement to the Final Report. ED 161 217

Two Community Protective Service Systems: Nature and Effectiveness of Service Intervention. ED 160 907

Volunteers in Child Abuse and Neglect Programs. A Special Report from the National Center on Child Abuse and Neglect, August, 1978. ED 161 203

Negotiation Agreements

Collective Bargaining in Education: A Bibliography of Recent Materials. ED 161 133

Neighborhood

The Neighborhood Factor in Problem Coping, Help Seeking and Social Support: Research Findings and Suggested Policy Implications. ED 160 968

SCDC Spanish Curricula Units. Language Arts, Unit 4, Grade Two, Supplement & Ditto Packet. ED 161 594

SCDC Spanish Curricula Units. Language Arts, Unit 4, Grade Two, Teacher's Guide. ED 161 593

SCDC Spanish Curricula Units. Social Science, Unit 6, Grade 2, Teacher's Guide. ED 161 633

SCDC Spanish Curricula Units. Spanish SL Strand, Unit 4, Grade Two, Supplement & Ditto Packet. ED 161 592

SCDC Spanish Curricula Units. Spanish SL Strand, Unit 4, Grade Two, Teacher's Guide. ED 161 591

Neurolinguistics

Language Learning Strategies: Does the Whole Equal the Sum of the Parts? Papers and Reports on Child Language Development, No. 12. ED 161 299

New England

A Descriptive Study of Organizational, Curriculum and Staff Utilizational Patterns of Selected New England Middle Schools. ED 161 136

New Jersey

Equity in School Athletics: A Guide. ED 162 026

Guidelines for the Formation and Maintenance of a Consortium: A Resource Manual for Administrators. ED 161 976

New Jersey (Bergen County)

The Education of Gifted and Talented - A Basic Overview. ED 161 223

New Mexico

Indian Employment in New Mexico State Government. ED 161 566

Indian Employment in New Mexico State Government: 1977. ED 161 567

New York

Adoption and Continuation of Family Day Care Support Services. ED 161 514

Use of Income as a Measure of Local Fiscal Ability in the State School Aid Formula. Occasional Paper #10. ED 161 159

Violent Youth: Who Are They, Where Do They Belong? ED 160 958

New York (New York Metropolitan Area)

Poor Administration of the 1977 Summer Program for Economically Disadvantaged Youth in New York City. ED 161 997

New York (New York)

Evaluation of Selected New York City Board of Education Umbrella Programs for the 1974-1975 School Year. ED 161 962

Excerpt from the Proposal for the National Expansion of School Self-Renewal: Activities and Requirements for Developing a National Renewal Program. Final Report. ED 161 989

School Self-Renewal Assessment Summary Report. ED 161 988

New Zealand

Cognitive Style, Environment and School Achievement: A Cross-Cultural Study. Delta Research Monograph No. 1. ED 161 983

News Media

Adult Individual Criminal Records and the News Media: Inherent Problems for Access and Privacy. ED 161 043

Electronic News Delivery Needs Only FCC Encouragement for Invasion of U.S.A. ED 161 036

The John and Mary R. Markle Foundation Annual Report, 1976/77. ED 161 457

News Reporting

The Consequences of Objective Reporting: The Case of Redlining'' in Hartford. ED 161 037

Electronic News Delivery Needs Only FCC Encouragement for Invasion of U.S.A. ED 161 036

How Nonmetropolitan Daily Newspapers Cover Courts in Minnesota. ED 161 067

Investigative and In-Depth Reporting. ED 161 085//

Journalists and Terrorism: Captives of the Libertarian Tradition. ED 161 070

The Mass Communication Theories'' of the Muckrakers. ED 161 030

Newspapers

Black Views of American Women: The View From Black Newspapers, 1865-1900. ED 161 987

The Effects of Media Dependencies on Audience Assessment of Government. ED 161 028

How Nonmetropolitan Daily Newspapers Cover Courts in Minnesota. ED 161 067

Mass Media: A Student's Guide to Reference Resources. ED 161 053

Newspaper Versus Television Reliance and Political Disaffection. ED 161 042

Noise

Performance Decrements Following Stress: Learned Helplessness, Passive Uncontrollability, or Distrust? ED 160 954

Noise Pollution

National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Noise. ED 161 736

Non English Speaking

Careers for Bilinguals. Volume One. Student Workbook . ED 160 727//

Careers for Bilinguals. Volume One. Teacher's Manual. ED 160 726//

Non Traditional Occupations

Women in Non-Traditional Vocational Education in Secondary Schools. Final Report. ED 160 806

Non Western Civilization

China Since Mao. ED 161 819

Noncredit Courses

Enrollment Patterns of Occupational Non-Credit Students in the Two-Year College. ED 161 466

Nondiscriminatory Education

Bibliography of Multi-Ethnic and Sex-Fair Resource Materials. ED 162 007

Crossing Cultures Third World Women. A Book of Materials, Activities, and Ideas for the Classroom Teacher. ED 162 028

Equity in School Athletics: A Guide. ED 162 026

Fair Play. A Bibliography of Non-Stereotyped Materials. ED 162 021

Sourcebook for Sex Equality: In-Service Training. An Annotated Listing of Materials and Media for Affirmative Action In-Service Training. Bibliographic Series, 2. ED 162 024

Strategies for Equality: Guidance, Social Studies, Physical Education. ED 162 027

Nonformal Education

Vocational Training in Latin America: A Comparative Perspective. Monographs on Comparative and Area Studies in Adult Education. ED 160 898

Nonprofessional Personnel

The Education Industry in Puerto Rico. An Economic Report. ED 161 157

Nonprofit Organizations

An Evaluation of the Emergency School Aid Act Nonprofit Organization: Vol. II, A Description of Local Program Operations. ED 161 998

Nonstandard Dialects

Bilingual, Bicultural, and Bidialectal Studies Related to Reading and Communication Skills: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' July through October 1978 (Vol. 39 Nos. 1 through 4). ED 161 083

Nontraditional Occupations

Female Access to Careers in Engineering Technology. Exemplary Project in Vocational Education Conducted under Section 132 of Public Law 94-482. Final Report. ED 160 829

A Planning Program to Develop Career Path Workshops for Women Students. ED 161 511

Nontraditional Programs

New Curricular Connections. The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9. ED 161 259//

Nontraditional Students

Characteristics of SUN Learners (First and Second Offering). Statistical Summary No. 1. ED 161 307

Characteristics of SUN Learners (First Five Offerings). Statistical Summary No. 4. ED 161 309

Characteristics of SUN Learners (First Four Offerings). Statistical Summary No. 3. ED 161 308

An Examination of Goals of Potential and Actual Learners: University of Mid-America/State University of Nebraska. Working Paper No. 1 and Executive Summary. ED 161 310

Needs and Social Characteristics of the Re-Entered Student. ED 160 909

Nonverbal Communication

The Use of Gestures in Consecutive Interpretation. ED 161 273

Visual Symbol Communication Instruction, Part I: Receptive Instruction. Experimental Edition. ED 161 212

What to Say'' and What Not to Say'' to the Sudden Infant Death Syndrome Parent. ED 161 111

Nonverbal Tests

Pictorial Sequences As the Basis for Tests of Reasoning. ED 161 931

Reliability and Validity of Alternate Forms of the Dominoes Test (D-48 and D-70). ED 161 928

Norms

Development of the Armed Services Vocational Aptitude Battery (ASVAB) Forms 2 and 3. Technical Paper 289. ED 161 913

An Empirical Investigation of the ESEA Title I Evaluation Systems' Proposed Variance Estimation Procedures for Use With Criterion Referenced Tests. ED 161 914

Juvenile Delinquency and the Black Personality Profile. ED 161 903

Profiles of School District Performance 1976-77. A Guide to Interpretation. ED 161 881

Technical Report of the California Assessment Program. ED 161 882

North Carolina (Robeson County)

Robeson County Compensatory Indian Education Project. Project Evaluation and Final Report. ED 161 605

Robeson County Indian Education Needs Assessment, FY-79. ED 161 606

North Dakota

Native American Justice Issues in North Dakota. ED 161 600

Northwest Special Education Project

Project Overview. ED 161 170

Notional Syllabuses

Notional Syllabuses: Theory into Practice. L'enseignement de la competence de communication en langues secondes. Actes du colloque de la Commission interuniversitaire suisse de linguistique appliquee. Bulletin CILA (The Teaching of Communicative Competence in Second Languages. Acts of the Colloquium of the Swiss Interuniversity Commission for Applied Linguistics. CILA Bulletin). ED 161 295

Novels

The Ultimate Developmental Task in Adolescent Literature. ED 161 075

Novelty (Stimulus Dimension)

The Effects of Novelty on the Young Child's Exploration of Objects. ED 161 552

Number Operations

Calculators and Unary Operations: A Position Paper with Instructional Suggestions. Project Paper 77-7. ED 161 672

Some Monadic/Diadic Combos. Project Paper 77-6. ED 161 671

Nurses

The Impact of Health System Changes on the Nation's Requirements for Registered Nurses in 1985. Health Manpower References. ED 160 901

Nursing

Integration Strategies for the Nursing Profession. ED 160 860

Present Status and Future Directions of University-Based Continuing Education in Nursing. ED 160 824

Report of the Computer Assisted Instruction Project in the Faculty of Nursing at the University of Calgary. ED 161 419

The Statistical Predictability of the Academic Performance of Registered Nursing Students at Macomb. Project No. 0141-77. ED 161 501

Nutrition

Nutrition and Its Effects on the Hyperkinetic Child's Behavior and Learning: A Case Study. ED 161 548

Nutrition Instruction

Home Economics for Oregon Schools. Nutrition & Foods. ED 160 789

Object Manipulation

The Effects of Novelty on the Young Child's Exploration of Objects. ED 161 552

Objective Reporting

The Consequences of Objective Reporting: The Case of Redlining'' in Hartford. ED 161 037

Oblique Rotation

The Development of a Class of Oblique Factor Solutions. ED 161 890

An Examination of Sampling Characteristics of Some Analytic Factor Transformation Techniques. ED 161 891

Obscenity

Conflicting Compelling Interests: Notes toward a Communication Approach to Censorship of Sexually Explicit Material. ED 161 040

Observation

Observation Procedure, Observation Gender, and Behavior Valence as Determinants of Sampling Error in a Behavior Assessment Analogue. ED 160 918

Occupational Aspiration

Dual-Career Relationships: The College Couple Perspective. ED 160 939

Perceived Blockages in the Occupational Attainment of Southern Black Youth. ED 162 010

Significant Other Influence, Career Choice and Achievement: Selective Theoretical and Conceptual Approaches. Research and Development Series No. 111. ED 160 742

Occupational Choice

Significant Other Influence, Career Choice and Achievement: Selective Theoretical and Conceptual Approaches. Research and Development Series No. 111. ED 160 742

Women in Non-Traditional Vocational Education in Secondary Schools. Final Report. ED 160 806

Occupational Guidance

Career Guidance in Georgia. A Program Development Guide. ED 160 850

Comprehensive Career Guidance. Career Guidance Curriculum. Staff Development K-6. ED 160 844

K-1 Career Guidance Activities. Early Elementary Classroom Activities. ED 160 839

A Model for Developing and Operating an Adult Career Guidance Center. ED 160 917

A Needs Based Vocational Guidance Program. Exemplary Project in Vocational Education Conducted under Part C of Public Law 90-576. Final Report. ED 160 835

Science and Engineering Careers: A Bibliography. ED 161 751

Sex Differences in the Career Decision-Making Process. Final Report. ED 160 833

2-4 Career Guidance Activities. Intermediate Elementary Classroom Activities. ED 160 840

5-6 Career Guidance Activities. Upper Elementary Classroom Activities. ED 160 841

Occupational Information

Indian Employment in New Mexico State Government: 1977. ED 161 567

A Taxonomy of Technical Assistance Skills. ED 161 116

Work and Leisure Environments. Leader's Handbook . ED 160 857

Work Experience Manual. ED 160 823

Occupational Mobility

Labor Market Structures and Job Mobility. Discussion Paper No. 505-78. ED 162 047

Occupational Surveys

An Appraisal of the Industrial Cooperative Education Program Based on Responses from Students and Employers. ED 161 493

Community Survey on the Status of Women. 2nd Edition. ED 160 739

Competency Based Curriculum for Agricultural Occupations Programs Phase I Developing an Occupational Matrix and Completing a Job Title Purposive Study. Final Report. ED 160 820

Occupational Tests

Criterion-Referenced Job Proficiency Testing: A Large Scale Application. Research Report 1193. ED 161 953

Ratings of Job Performance of Georgia Correctional Officers. ED 160 956

Occupations

Elementary School Children's Views of Occupational Roles. Volume III, Issue III. ED 160 813

In Search of a Job: A Simulation Activity in Occupational Decision-Making. Instructor's Manual. ED 160 756

Oceanology

The Current State of Secondary School Marine Science Education in the United States. ED 161 746

Office Occupations Education

Education for Business. Program Planning Guide & Courses of Study. Revised. ED 160 834

A Study to Determine the Utilization of Shorthand in Pennsylvania Offices. ED 160 886

Oklahoma

The Quest for Equal Employment Opportunity in Oklahoma State Government. A Report Prepared by the Oklahoma Advisory Committee to the United States Commission on Civil Rights. ED 162 011

Older Adults

The Elderly (Student Book). Value Reasoning Series. ED 161 862//

The Elderly: Teacher's Manual. Value Reasoning Series. ED 161 861//

The Social-Psychological Aspects of Aging. ED 160 908

Oman

English Language Teaching Profile: Sultanate of Oman. ED 161 288

On the Job Training

Jobsite Supervisor Instructor's Manual for Electrical Apprentice Technical Training. Revised to Meet 1978 Electrical Code. ED 160 877

Ontario Institute for Studies in Education

Strategies for Production and Dissemination of CAI. ED 161 417

Open Education

The Bee Hive: The Arts in Early Education. ED 161 518

Vermont Diary: Language Arts in the Open Classroom. ED 161 055//

Open University (Great Britain)

Can You Make Faculty Staff More Efficient? AIR Forum Paper 1978. ED 161 340

Student Learning in the Open University The Provision of Diversity in a Distance Education System. AIR Forum Paper 1978. ED 161 396

Operant Conditioning

Managing Children's Behavior for Any and Everyone Faced with the Task: A Training Manual for Behavior Assistants and Mediators. ED 161 551

Operations Research

A Methodology for Designing High Level Computer Input Systems for Mathematical Programming Models. Industrial and Systems Engineering Report Series No. J-78-16. ED 161 692

Oral Language

Developing a Research-Based Language/Reading Program. ED 160 974

Language Games-An Important Component of the Reading Program. ED 160 977

The Multiple Role of Oral Language Assessment: Language Status, Research, and Curriculum Development. ED 161 058

Status Report on Speech Research: A Report on the Status and Progress of Studies on the Nature of Speech, Instrumentation for Its Investigation, and Practical Applications, April 1-June 30, 1978. ED 161 096

Oral Reading

Oral Reading Observation System Observer's Training Manual. ED 161 019

Oral Reading Observation System

Oral Reading Observation System Observer's Training Manual. ED 161 019

Organization

What Are Data? Museum Data Bank Research Report Number 1. ED 161 425

Organizational Change

An Analysis of Selected Variables of Organizational Structure and Their Relationship to the Rate of Adoption of School Reorganization in Iowa School Districts from 1956-1962. ED 161 138

University Support Systems Necessary to Implement Institutional Change. AIR Forum Paper 1978. ED 161 400

Using Consultants: Getting What You Want. Keys to Community Involvement Series: 14. ED 161 130

Organizational Climate

Comparing Perceived Outcomes of Different Planning Activities. AIR Forum Paper 1978. ED 161 344

The Effect of a Strike on Organizational Climate and Leadership: A Study of a Middle School. ED 161 140

- An Empirical Study of Implementing an Academic Unit Planning Tool: Implications for Institutional Research and Management. AIR Forum Paper 1978. ED 161 355
- The Human Dimension: Balancing People Needs and Resources. AIR Forum Paper 1978. ED 161 363
- Planning an Information System for a Small College. AIR Forum Paper 1978. ED 161 382

Organizational Communication
- Business and Organizational Communication: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' January through October 1978 (Vol. 38 No. 7 through Vol. 39 No. 4). ED 161 088
- Information Strategies for an Institutional Planning Process. AIR Forum Paper 1978. ED 161 368

Organizational Development
- Analyzing a Force for Change: Discrepancy Between Aspiration and Achievement of Institutional Goals. AIR Forum Paper 1978. ED 161 336
- Departmental Productivity; An Assessment of Current Efforts. AIR Forum Paper 1978. ED 161 350
- An Evaluation of the Emergency School Aid Act Nonprofit Organization: Vol. II, A Description of Local Program Operations. ED 161 998
- An Evaluation of the Small College Consortium, 1977-78. A Title III Project. Part I: Survey Results. ED 161 311
- Our Union Heritage: A Chronicle of Labor's Struggle for Social Justice. ED 161 774
- Toward Competency Based Learning in Organizational Behavior. Final Report. ED 161 314
- University Support Systems Necessary to Implement Institutional Change: Faculty Support Systems. AIR Forum Paper 1978. ED 161 401

Organizational Effectiveness
- Community Groups: Keeping Them Alive & Well. Keys to Community Involvement Series: 1. ED 161 117
- Effective Groups: Guidelines for Participants. Keys to Community Involvement Series: 9. ED 161 125
- Group Decision Making: Styles & Suggestions. Keys to Community Involvement Series: 2. ED 161 118
- Group Progress: Recognizing & Removing Barriers. Keys to Community Involvement Series: 10. ED 161 126
- Innovative Projects: Making Them Standard Practice. Keys to Community Involvement Series: 7. ED 161 123
- Management by Objectives in the Schools. ED 161 842
- Measuring and Improving Group Effectiveness. Keys to Community Involvement Series: 11. ED 161 127
- Planning for Change: Three Critical Elements. Keys to Community Involvement Series: 4. ED 161 120
- Using Consultants: Getting What You Want. Keys to Community Involvement Series: 14. ED 161 130

Organizational Theories
- Guidelines for a New Model of University Administration. AIR Forum Paper 1978. ED 161 361
- Strategic Decision Making in Colleges and Universities. AIR Forum Paper 1978. ED 161 395

Organizations (Groups)
- Directory of Social Studies/Social Science Service Organizations. Second Edition. ED 161 772
- Problems of Conducting Research in Organizations: The Case of Police Departments. ED 160 940

Ornamental Horticulture Occupations
- Job Title Analysis for Selected Job Titles in Horticulture. Final Report. ED 160 889

Orthogonal Rotation
- An Examination of Sampling Characteristics of Some Analytic Factor Transformation Techniques. ED 161 891

Outcomes Measurement
- One Year and Four Years Later...1977: A Study of Graduates from 1976 and 1973. ED 161 475

Outdoor Education
- Energy Manual for Parks: A Handbook for Interpreters and Naturalists. ED 161 673
- Gold Creek: Preserving an Environmental Studies Center. ED 161 464
- Hinterbrand Lodge Outdoor Education Center. Program Information. ED 161 578
- Research in Outdoor Education: Summaries of Doctoral Studies, January, 1978. ED 161 608
- Winter Outdoor Education Activities: Snowshoes and Exploring the Winter Environment. ED 161 579

Outdoor Nature Areas
- Gold Creek: Preserving an Environmental Studies Center. ED 161 464

Outreach Programs
- Access to Knowledge. Volume II. Data Collection and Analysis: An Appendix to The Report of the Florida Commission on Educational Outreach and Service. ED 160 737
- A Comparative Student Profile Study: Sunnyvale Center De Anza College Fall 1977 and 1978. ED 161 472
- Volunteer Effectiveness in Counseling Chronically Depressed Women Outpatients. ED 160 903
- Yadkin Valley Early Childhood Creative Library Project. Final Summary Report. ED 161 550

Pacing
- Self-Paced Versus Paced Evaluation Utilizing Computerized Tailored Testing. ED 161 884

Paper and Pencil Tests
- Self-Paced Versus Paced Evaluation Utilizing Computerized Tailored Testing. ED 161 884

Paralinguistics
- The Use of Gestures in Consecutive Interpretation. ED 161 273

Paraprofessional Personnel
- Home Visitor's Notebook ED 161 521//
- Home Visitor's Resource Materials. ED 161 523//
- A Model for Developing and Operating an Adult Career Guidance Center. ED 160 917
- Volunteer Effectiveness in Counseling Chronically Depressed Women Outpatients. ED 160 903

Paraprofessional School Personnel
- Teachers Using Volunteers and Aides: An Inservice Teaching Packet. ED 161 868
- Training Volunteers and Aides: An Inservice Teaching Packet. ED 161 869

Parent Associations
- Citizen Action Manual: How to Effect Change in the Adoption/Foster Care System. ED 161 513
- Comprehensive Career Guidance. Parent Education and Consultation. Staff Development K-6. ED 160 846

Parent Attitudes
- Remarks: What Parents Ought to Know/Be Told About Our Schools''. ED 161 899
- Sex Role Ideology and Socialization Experiences as They Relate to the Motivation for Parenthood. ED 160 960

Parent Child Relationship
- Attachment in Preschool Deaf Children. ED 161 238
- Children and Parents in our Television Programmes. ED 161 456
- Comparing Ways of Altering Parent-Child Interaction. ED 161 558
- Foster Parent Training Project: Course Outlines. (Revised Edition). ED 161 515
- A Functional Analysis of Defective and Non-Defective Requests in the Speech of Mothers to Children. Papers and Reports on Child Language Development, No. 11. ED 161 267
- A Health Education Program for Parents and Children Who Exhibit High Risk Factors of Coronary Heart Disease. ED 161 839
- How to Help Your Child: A Guide for Parents of Multiply Handicapped Children. ED 161 193
- Leaving Home: Family Relationships of the Runaway. ED 161 176
- Review of Research in Parental Involvement in Education, Interim Report: Low SES and Minority Student Achievement Study. ED 161 980

Parent Education
- Comparing Ways of Altering Parent-Child Interaction. ED 161 558
- Field Testing of Realistic Parenting Skills. ED 161 546
- Ft. McDowell Indian Community Preschool Program. ED 161 569
- Home Visitor's Resource Materials. ED 161 523//
- The Parent is a Teacher. ED 161 541
- Parent's Notebook. ED 161 522//
- Selected Empirical Research and Policy Analysis on Child Care and Parent Education: Principles for Public Policy. ED 161 559

Parent Influence
- Parental Physical Abuse and Reactions to Suffering in Others. ED 160 941

Parent Participation
- Comprehensive Career Guidance. Parent Education and Consultation. Staff Development K-6. ED 160 846
- Evaluation Title IV Program Indian Education Act. Rice School District No. 20, San Carlos, Arizona. ED 161 572
- Field Testing of Realistic Parenting Skills. ED 161 546
- Final Report on Hearing and Speech Agency Infant-Parent Project (Program Performance Report for Handicapped Children's Early Education Project). July 1, 1976 Through June 30, 1977. ED 161 229
- How Do the Parents of the Protestant School Board of Greater Montreal Feel About Their Involvement in Educational Decisions. ED 161 135
- Parent Advisory Committees in Quebec: An Experiment in Mandated Parental Participation. ED 161 141
- The Parent is a Teacher. ED 161 541
- Review of Research in Parental Involvement in Education, Interim Report: Low SES and Minority Student Achievement Study. ED 161 980
- What Head Start Means to Families. ED 161 525
- Why Parental Involvement? ED 161 826

Parent Resources
- ToyBrary: A Toy Lending Library for Parents and Children. ED 161 228

Parent Responsibility
- Parenting Education Through Television: An Evaluation of the Middle Road Traveler Series for Adolescents. ED 161 436

Parent Role
- Communal Parents' Perceptions of Child Rearing. ED 161 784
- Foster Parent Training Project: Course Outlines. (Revised Edition). ED 161 515
- Ourselves and Our Children: A Book By and For Parents. ED 161 539//
- Parent's Notebook. ED 161 522//
- Why Parental Involvement? ED 161 826

Parent School Relationship
- Children Are the Revolution: Day Care in Cuba. ED 161 560//
- The Parent is a Teacher. ED 161 541
- Remarks: What Parents Ought to Know/Be Told About Our Schools''. ED 161 899

Parent Student Relationship
- The Parent is a Teacher. ED 161 541

Parent Teacher Conferences
- Training Teachers for Parent Conferencing: A New Horizon for the School Counselor. ED 160 950

Parent Teacher Cooperation
- Memos and Resource Lists from ERIC/ECE: 1978. ED 161 520

Parent Workshops
- Field Testing of Realistic Parenting Skills. ED 161 546

Parental Background
- Sex Role Ideology and Socialization Experiences as They Relate to the Motivation for Parenthood. ED 160 960

Parenthood Education
- Parenting Education Through Television: An Evaluation of the Middle Road Traveler Series for Adolescents. ED 161 436

Parenting
- Field Testing of Realistic Parenting Skills. ED 161 546

Parents
- Ourselves and Our Children: A Book By and For Parents. ED 161 539//

Part Time Students
- The Determination of the Financial Needs of Adult Part-Time Students in Postsecondary Education. Final Report, Volume I. ED 161 331
- Non-Returning Students, Spring 1978. ED 161 473
- Simulation of Financial Needs and Contributions of Adult Part-Time Students. Final Report. Volume II. ED 161 330

Part Time Teachers
- Part-Time Faculty: A Statewide Model for Development. ED 161 484
- A Study of the Need for a Teacher Education Program for Part-Time Adult Vocational Instructors in Minnesota. ED 160 897

Participant Characteristics
- The Effects of Sexual Composition and Group Size on Individual Effort. ED 160 959

Participant Satisfaction
- A Comparative Student Profile Study: Sunnyvale Center De Anza College Fall 1977 and 1978. ED 161 472
- Enrollment Patterns of Occupational Non-Credit Students in the Two-Year College. ED 161 466
- One Year and Four Years Later...*1977: A Study of Graduates from 1976* and 1973. ED 161 475
- A Survey: Perceptions of the College of Lake County's G.E.D. Program as Seen by Former Students and Area Personnel Managers. ED 161 471
- Texas Student Information System Non-Returning Student Sub-System. A Follow-Up Study. ED 161 463

Partnership for Rural Improvement
- Partnership for Rural Improvement. Annual Report, 1977-78 for the W.K. Kellogg Foundation, Battle Creek, Michigan. ED 161 571

Peabody Individual Achievement Test
- The Wide Range Achievement Test and the Peabody Individual Achievement Test: A Comparative Study. ED 160 982

Peace
- Christian Voices on World Order. The Whole Earth Papers, Vol. 1, No. 10. ED 161 796
- Peace Corps Handbook, Spring 1977. ACTION Pamphlet No. 4200.7. ED 161 707
- A Preliminary Study of the Obstacles to, the Status of and Potential for Education for the Promotion of Disarmament. Seminar on the Obstacles to Disarmament and the Ways of Overcoming Them (3-7 April 1978). ED 161 789
- Women and Peace And Vienna Conference: Women and Disarmament And Women, Power and Alternative Futures, Part I: Women and World Order And Women, Power and Alternative Futures, Part II: Women and Power. The Whole Earth Papers. Vol. 1, No. 6-8, Spring, 1978. ED 161 798

Peace Corps
- Peace Corps Handbook, Spring 1977. ACTION Pamphlet No. 4200.7. ED 161 707
- Peace Corps Program & Training Journal, Vol. IV, No. 6. ED 161 708
- The Volunteers Speak Again: The Second Annual Survey of Peace Corps Volunteers. ED 161 709

PEECH Program
- PEECH OUTREACH (A Program for Early Education of Children with Handicaps) 1977-78 Final Report. ED 161 204

Peer Acceptance
- The Consequences of Same-Sex, Cross-Sex, and Androgynous Preferences. ED 160 967
- The Effects of Role Playing in Elementary School Classrooms on Children with Low Sociometric Status. Final Report 50.3. ED 161 837

Peer Evaluation
- Let's Write It Right! A Student-Oriented Approach for Teaching Letterwriting Skills. ED 161 068
- Predicting Peer Evaluation of Scientists. ED 160 921

Peer Relationship
- The Effects of Repeated Treatment on the Maintenance of Social Behavior. Report No. 38. ED 161 239
- The Evolution of Children's Friendship Cliques. ED 161 556
- Gifted and Talented Children: Update. Program 112. ED 161 210

Pennsylvania
- Final Technical Report of the Pennsylvania Area Learning Resource Center. September 1, 1974 Through May 31, 1977. ED 161 231
- Final Technical Report of the Pennsylvania Regional Resource Center. June 1, 1974 Through May 31, 1977. ED 161 230
- A Study to Determine the Utilization of Shorthand in Pennsylvania Offices. ED 160 886

Perception
- Adequacy of Teaching Conditions as Perceived by Administrators and Teachers. Research Paper No. 7. ED 161 678
- Changes in Personality Impressions Formed by Status-Oriented Individuals who Differ in Need-for-Social Approval (NA) or Locus-of-Control Reinforcement. ED 160 937
- Community Standards and Their Misperception: A Local Public Opinion Poll on Pornography. ED 161 090
- A Multivariate Investigation of Perceptual Attributions Concerning Gender Appropriateness in Language. ED 161 095
- Parental Physical Abuse and Reactions to Suffering in Others. ED 160 941
- Science Teachers' Perceptions of Their Teaching Skills and Their School Conditions. Research Paper No. 5. ED 161 677
- Some Instructional Implications from a Mathematical Model of Cognitive Development. ED 161 927
- Student Perception of the Classroom Learning Environment in Biology, Chemistry, and Physics Courses. Research Paper No. 12. ED 161 681

Perceptual Development
- On the Differential Transfer of Abilities to Reading. ED 160 987
- Phonological Production and Perception in Verbal Autistic, Normal, and Mentally Retarded Subjects. Papers and Reports on Child Language Development, No. 12. ED 161 300

Perelman (Chaim)
- The Phaedrus,'' Perelman, and the Groundwork for a Theory of Composition. ED 161 033

Performance
- Motivation, Management, and Performance. ED 160 932
- Report on a Pilot Project in Performance Funding. AIR Forum Paper 1978. ED 161 388

Performance Based Education
- The Competency-Based Curriculum: Developing a Mosaic. Educational Forum Proceedings (Dunbar Senior High School, District of Columbia, April 7-8, 1978). ED 161 143
- Competency-Based Education and the World of Work. ED 160 730
- Competency-Based Education Viewed from The System.'' ED 160 732
- A Competency Based Human Relations Program Curriculum Model. ED 161 450
- Course of Study for Secondary Level Bookkeeping/Accounting. Final Report. ED 160 893
- Guidelines for Specification of Competencies. ED 161 449
- Legal and Legislative Implications of Competency-Based Education. Paper No. 5, Series of 6. ED 160 729
- A Model for the Development of a Competency-Based High School Diploma Program at the Local School District Level. ED 161 151
- Pedagogy and Competency-Based Education. Paper No. 3, Series of 6. ED 160 731
- Toward Competency Based Learning in Organizational Behavior. Final Report. ED 161 314

Performance Based Teacher Education
- A Competency Chart for Evaluating Student Teachers in Physical Education. ED 161 836
- The Development of a Competency Based Professional Preparation Progam in Physical Education for Work with Handicapped Children. Final Report. ED 161 871
- The Development of a Competency Based Teacher Education Curriculum Model. Final Report. ED 160 744
- An Examination of an Approach for Using Pupil Outcome Scores to Validate Assessments of Teacher Behaviors. ED 161 944
- Module Development Handbook. ED 160 776

Performance Contracts
- The Earned-Time System: A Performance-Based Correctional Management Model. ED 160 961

Performance Criteria
- Comprehensive Career Guidance. Competency Rating Scale Manual. Grades K-1. ED 160 836
- Comprehensive Career Guidance. Competency Rating Scale Manual. Grades 2-4. ED 160 837
- Comprehensive Career Guidance. Competency Rating Scale Manual. Grades 5-6. ED 160 838
- Data Processing Systems for School District Testing Offices. Publication No. 77.41. ED 161 892

Performance Factors
- Altering Test Environments for Reducing Test Anxiety and for Improving Academic Performance. ED 161 946
- Effect of Previous Agricultural Mechanics Training on Achievement in a Basic Metals and Welding Course at Iowa State University. ED 160 774
- Effects of Type of Instructions on the Characteristics of an Affective Instrument. ED 161 941
- An Investigation of the Effectiveness of Two Educational Programs in View of the Students' Previous Experiences. ED 161 879
- Perception and Retention in Children's Reading. Final Report. ED 160 981
- Performance Decrements Following Stress: Learned Helplessness, Passive Uncontrollability, or Distrust? ED 160 954
- Relating Performance in Basic Electricity and Electronics and A'' Schools. ED 160 872
- The Relationship Between Biorhythms and Human Performance. ED 161 850
- Sex Differences in Attribution of Achievement and Actual Achievement. ED 160 963
- Sources of Values Influencing Educational Evaluation. Research, Evaluation, Development Paper Series No. 7. ED 161 889
- Student Teaching Concerns Before and After Student Teaching. ED 161 866
- Style and Strategy in the Performance of the Adult Version of the Matching Familiar Figures Test. ED 160 913

Performance Specifications
- Code of Ethics and Competencies for Teachers of Learning Disabled Children and Youth. ED 161 198

Performance Tests
- An Audiovisual Teaching Module to Assist Examiners in the Administration of a Practical Performance Examination for the Emergency Medical Technician-Ambulance (EMT-A). Consisting of a 90-Minute Audiovisual Presentation In Either 16mm Sound or 3/4'' Video-Cassette Plus a User's Guide'' Describing in Detail the Total Examination Procedure. Final Report. ED 161 948
- Criterion-Referenced Job Proficiency Testing: A Large Scale Application. Research Report 1193. ED 161 953
- Teacher Performance Assessment Instruments: A Guide to Interpretation. ED 161 957/
- The Third Assessment of Science, 1976-77. Released Exercise Set. ED 161 686

Performatives (Language)
- The Early Presuppositions and Performatives of Normal and Language Disabled Children. Papers and Reports on Child Language Development, No. 12. ED 161 301

Periodicals
- Activities with Young Adult Periodicals. ED 161 442
- Creative Activities with Children's Periodicals. ED 161 441
- Magazine Writing Today. ED 161 052/
- Mass Media: A Student's Guide to Reference Resources. ED 161 053

Persistence
- Non-Returning Students, Spring 1978. ED 161 473
- Pierce College Longitudinal Study: First Year Report. ED 161 482
- Student Enrollment Patterns, 1972-77: A Report Presenting the Enrollment Patterns of Full- and Part-time Students by Entering Class. ED 161 474

Personal Adjustment
- Ourselves and Our Children: A Book By and For Parents. ED 161 539/

Personal Growth
- Personal & Professional Development: An Individualized Approach. Keys to Community Involvement Series: 5. ED 161 121
- A Philosophic Basis for Curriculum Content in Physical Education. ED 161 844

Personal Interests
- Teachers' Manual for Career Education: Instilling Readiness for Decision-Making. ED 160 798

Personal Values
- Children's Monetary Evaluations of Body Parts as a Function of Sex, Grade, and Race. ED 160 946
- Private Ethics and Civic Virtue. ED 161 776
- Sources of Values Influencing Educational Evaluation. Research, Evaluation, Development Paper Series No. 7. ED 161 889
- So You Don't Want to be a Sex Object. Revised Edition. ED 161 829/

Personality
- Changes in Personality Impressions Formed by Status-Oriented Individuals who Differ in Need-for-Social Approval (NA) or Locus-of-Control Reinforcement. ED 160 937
- A Multivariate Investigation of Perceptual Attributions Concerning Gender Appropriateness in Language. ED 161 095
- Nonprojective Analysis of nAch Among Male and Female Workers. ED 160 922
- Situation or Person? Toward a Psychosocial Role-Theoretical Approach to Personality. ED 160 923

Personality Assessment
- Adapting Teaching Styles to Learning Styles. ED 161 870

Personality Studies
- Home Environment, Self-Concept and Urban Student Achievement: A Bibliography and Review of Research. NJ Urban Education Research Reports No. 5. ED 161 972

Personality Tests
- Juvenile Delinquency and the Black Personality Profile. ED 161 903
- Style and Strategy in the Performance of the Adult Version of the Matching Familiar Figures Test. ED 160 913

Personnel Evaluation
- Predicting Peer Evaluation of Scientists. ED 160 921
- What Happens After Arrest? A Court Perspective of Police Operations in the District of Columbia. ED 160 925

Personnel Management
- Motivation, Management, and Performance. ED 160 932
- A System'' for Departmental Evaluation for Promotion Tenure and Assignments. ED 161 945

Personnel Needs
- The Impact of Health System Changes on the Nation's Requirements for Registered Nurses in 1985. Health Manpower References. ED 160 901
- Management Development Needs of California Community College Administrators. ED 161 502

Personnel Policy
- Indian Employment in New Mexico State Government. ED 161 566

Personnel Selection
- Sexual Inequality in the Workplace: An Employer-Specific Analysis of Pay Differences. Discussion Paper No. 502-78. ED 162 041

Persuasive Discourse
- Exercises in Persuasion. ED 161 098
- George H. Morrison A Scottish Edwardian Preacher? ED 161 105
- Speech Communication and Communication Processes: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' April and May 1978 (Vol. 38 Nos. 10 and 11). ED 161 109
- Speech Communication and Communication Processes: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' June through July 1978 (Vol. 38 No. 12 through Vol. 39 No. 1). ED 161 107

Pest Control
- Demonstration and Research Pest Control: A Training Program for the Certification of Pesticide Applicators, Manual No. 10. ED 161 762

Pesticides
- Demonstration and Research Pest Control: A Training Program for the Certification of Pesticide Applicators, Manual No. 10. ED 161 762
- National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Pesticides. ED 161 737

Phoneme Grapheme Correspondence
- Production Deficiency of Labeling Skills in a Prereading Letter Discrimination Task. Technical Report No. 37. ED 161 020

Phonemes
- Phonemic Discrimination and the Knowledge of Words in Children under 3 Years. Papers and Reports on Child Language Development, No. 11. ED 161 266

Phonetic Analysis
- A Study of English Second Language Phonology. CUNYForum, No. 3. ED 161 282

Phonetics
- Report of the Phonology Laboratory, No. 2. ED 161 294

Phonology
- Development of Rhythm in Early Phonology. Papers and Reports on Child Language Development, No. 12. ED 161 296
- A Longitudinal Study of the Acquisition of the Voicing Contrast in American-English Word-Initial Stops, as Measured by Voice Onset Time. Papers and Reports on Child Language Development, No. 14. ED 161 305
- Phonological Evidence for Coordinate and Compound Bilingualism. Papers in Linguistics, 1974-1977: A Collection of M.A. Papers from Students in the Linguistics Department of Northeastern Illinois University. ED 161 291
- Report of the Phonology Laboratory, No. 2. ED 161 294
- A Study of English Second Language Phonology. CUNYForum, No. 3. ED 161 282
- Topics in the Acquisition of Mandarin Phonology: A Case Study. Papers and Reports on Child Language Development, No. 14. ED 161 304

Photogrammetry
- Report on the Development of a Close Range Photogrammetry (CRP) Educational Technician Program (Museum and Archive Use). ED 161 704

Photography
- The Camera As An Evaluation and Research Instrument: Snapshots of a Science Curriculum. ED 161 925
- Report on the Development of a Close Range Photogrammetry (CRP) Educational Technician Program (Museum and Archive Use). ED 161 704

Phrase Structure
Reader Expectations and the Poetic Line. ED 161 054

Physical Activities
Seventh National Conference on Physical Activity for the Exceptional Individual. ED 161 857
Socio-Political Use of Physical Activity in the United States, The Soviet Union and China. ED 161 858

Physical Education
A Competency Chart for Evaluating Student Teachers in Physical Education. ED 161 836
The Development of a Competency Based Professional Preparation Progam in Physical Education for Work with Handicapped Children. Final Report. ED 161 871
Equity in School Athletics: A Guide. ED 162 026
Hamstring Injuries An Examination of Possible Causes. ED 161 840
A Philosophic Basis for Curriculum Content in Physical Education. ED 161 844
State of Iowa Plan for Physical Education for Handicapped Students. Discussion Copy. ED 161 237
The State of Physical Education Curriculum. ED 161 873
Strategies for Equality: Guidance, Social Studies, Physical Education. ED 162 027

Physical Environment
Contemporary American Issues. ED 161 753
Perspectives on Public Job Creation. R & D Monograph 52. ED 160 822

Physical Facilities
Space Costing in Colleges and Universities. AIR Forum Paper 1978. ED 161 393

Physical Recreation Programs
Seventh National Conference on Physical Activity for the Exceptional Individual. ED 161 857

Physical Sciences
Apollo-Soyuz Pamphlet No. 5: The Earth from Orbit. Apollo-Soyuz Experiments in Space. ED 161 721
Apollo-Soyuz Pamphlet No. 6: Cosmic Ray Dosage. Apollo-Soyuz Experiments in Space. ED 161 722
Australian Item Bank Program: Handbook for Science Item Bank. ED 161 912

Physically Handicapped
Guidance Services for the Physically Disabled Two-Year College Student: A Counselor's Manual. ED 161 490
Visual Symbol Communication Instruction, Part I: Receptive Instruction. Experimental Edition. ED 161 212
A Working Conference on Science Education for Handicapped Students: Proceedings (April 3-5, 1978). ED 161 714

Physics
Apollo-Soyuz Pamphlet No. 2: X-Rays, Gamma-Rays. Apollo-Soyuz Experiments in Space. ED 161 718
Australian Item Bank Program: Science Item Bank. Book 1: Physics and Astronomy. ED 161 909
Minicourses in Astrophysics, Modular Approach, Vol. I. ED 161 705
Minicourses in Astrophysics, Modular Approach, Vol. II. ED 161 706

Physiology
Australian Item Bank Program: Science Item Bank. Book 3: Biology. ED 161 911

Picture Sequencing Format
Pictorial Sequences As the Basis for Tests of Reasoning. ED 161 931
Evaluation of USMES Implementation Projects. Evaluation Report. ED 161 915
Index of Interim, Supplemental, and Final Reports from Career Education Pilot Projects Supported under Part C and Part D of Public Law 90-576. ED 160 894
School Health Curriculum Project for Southeastern Michigan. Evaluation Report: School Implementation of Program. ED 161 901

Placement
A Model Career Counseling and Placement Program. ED 160 792
A Review of Related Literature Concerning Components of Systems and Studies That Impact on Identification and Selection of EMRs and Slow Learners for Vocational Programs. ED 160 817
Child Mental Health and Psychosocial Development. Report of a WHO Expert Committee. Technical Report Series No. 613. ED 161 538
Geographers as Planners: What Skills Does the Job Require. ED 161 806
The National Manpower Survey of the Criminal Justice System. Volume Six: Criminal Justice Manpower Planning. ED 160 740
Planning for Change: Three Critical Elements. Keys to Community Involvement Series: 4. ED 161 120
Program Evaluation Skills for Busy Administrators. ED 161 887
Workshop Leaders's Guide. To Accompany: Program Evaluation Skills for Busy Administrators. ED 161 888

Planning Meetings
Comprehensive Career Guidance. Classroom Meetings. Staff Development K-6. ED 160 847

Planning Methods
Comparing Perceived Outcomes of Different Planning Activities. AIR Forum Paper 1978. ED 161 344
A Conceptual Framework for Identifying and Assessing Needs in Postsecondary Education. AIR Forum Paper 1978. ED 161 341
Critical Mass Academic Planning. AIR Forum Paper 1978. ED 161 348
A Handbook for Institutional Academic and Program Planning: From Idea to Implementation. ED 161 327
Information Strategies for an Institutional Planning Process. AIR Forum Paper 1978. ED 161 368

PLATO
Approaches to Validation of Criterion-Referenced Tests and Computer-Based Instruction in a Military Prdject. ED 161 434
Evaluation of a Three Year Health Sciences PLATO IV Computer-Based Education Project. ED 161 424
PLATO Highlights, Fifth Revision. ED 161 435
PLATO Music Systems. ED 161 421

Play
The Consequences of Same-Sex, Cross-Sex, and Androgynous Preferences. ED 160 967
Sex Differences in Spatial Play Behavior of Six-Year Olds. ED 160 952

Poetic Line
Reader Expectations and the Poetic Line. ED 161 054

Poetry
Love's Pain: Anna Akhmatova and Sexual Politics. ED 161 045
Reader Expectations and the Poetic Line. ED 161 054

Police
Forcible Rape: Prosecutor Administrative and Policy Issues. Prosecutors' Volume III. ED 160 970
Problems of Conducting Research in Organizations: The Case of Police Departments. ED 160 940

Police Action
What Happens After Arrest? A Court Perspective of Police Operations in the District of Columbia. ED 160 925

Police Community Relationship
Applications of Social Psychology in Police-Community Relations. ED 160 955

Policy
Impact of Governmental Transfer Payments on Human Resource Development A Bibliography. SRDC Bibliography Series No. 8. ED 161 570

Policy Formation
The Carnegie Corporation of New York and American Educational Policy 1945-1970. ED 161 329
Day Care and the Public Schools: Profiles of Five Communities. ED 161 526
Determination of Educational Policy by Futures Research Methods. ED 161 139
Forecasting Social Trends as a Basis for Formulating Educational Policy. ED 161 786
Identifying and Reporting Child Abuse: A Model Policy and Rules. ED 161 196
Involvement by Decree: Citizen Involvement in Education by Legislative Mandate. ED 161 166
Policy Development in the Humanistic Disciplines: Toward Anthrocentric Undergraduate Education. ED 161 510
Procedures for Developing Policy for Nursery Schools and Day Care Centers: Educational Policy Systems. ED 161 549
School Boards as Policy-Makers. ED 161 168
Selected Empirical Research and Policy Analysis on Child Care and Parent Education: Principles for Public Policy. ED 161 559
Some Latent Effects of Current Social Policies on the Elderly. ED 161 805
Study of Vocational Education Involvement with Apprenticeship Programs in Illinois. Executive Summary. ED 160 805

Political Attitudes
Alienation and Expectation in American Political Culture. ED 161 777
Newspaper Versus Television Reliance and Political Disaffection. ED 161 042
Private Ethics and Civic Virtue. ED 161 776
Socio-Political Use of Physical Activity in the United States, The Soviet Union and China. ED 161 858
Sport in the People's Republic of China: Selected Issues. ED 161 855

Political Socialization
Newspaper Versus Television Reliance and Political Disaffection. ED 161 042
Private Ethics and Civic Virtue. ED 161 776
Sport in the People's Republic of China: Selected Issues. ED 161 855

Pollution
Programmed Training for Water/Wastewater Operators. ED 161 661
Self-Monitoring Procedures: Basic Laboratory Skills, Instructional Package Worksheets. ED 161 699

Population Education
World Population: The Silent Explosion. Department of State Bulletin, Fall 1978. ED 161 760

Population Growth
Third World Population in California. Intern Research Project. ED 161 982
World Population: The Silent Explosion. Department of State Bulletin, Fall 1978. ED 161 760

Population Trends
Farm Population Estimates for 1977. Rural Development Research Report No. 4. ED 161 607
Third World Population in California. Intern Research Project. ED 161 982
Urban and Rural Population Change in Wisconsin Counties, 1960 to 1975. Population Series 70-9. ED 161 602

Pornography
Community Standards and Their Misperception: A Local Public Opinion Poll on Pornography. ED 161 090

Portugal
Decision-Making in Educational Systems: The Experience in Three OECD Countries. Country Projects: Synthesis and Evaluation, Volume I. ED 161 794
Decision-Making in Educational Systems: The Experience in Three O.E.C.D. Countries. Country Reports: Summaries, Volume II. ED 161 795

Portuguese
Literary Studies in a Broader Context. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5. ED 161 249

Positive Reinforcement
The Effects of Repeated Treatment on the Maintenance of Social Behavior. Report No. 38. ED 161 239
Pro-Active Behavior Management. ED 161 218

Post Testing
Control Test Items: A Baseline Measure for Evaluating Achievement. ED 161 923

Postsecondary Education
A Conceptual Framework for Identifying and Assessing Needs in Postsecondary Education. AIR Forum Paper 1978. ED 161 341
Development and Exchange of Instructional Resources in Water Quality Control Programs, II: Instructional Materials Available. ED 161 694
Integrating Postsecondary Program Planning and Employment Demand. AIR Forum Paper 1978. ED 161 371
A Model for the Selection of Members of the Faculty. ED 161 489
National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Abstract. ED 161 731
National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Composite I (Environmental Engineering/Health). ED 161 733
National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Composite II (Education/Ecology). ED 161 734
National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Noise. ED 161 736
National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Potable Water II (Multiple Degree Programs). ED 161 739
National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Potable Water I (Single Degree Programs). ED 161 738
National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Private Sector. ED 161 740
National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Summary. ED 161 745
National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Wastewater II (Multiple Degree Programs). ED 161 744
National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Wastewater I (Single Degree Programs). ED 161 743
The New Accountability Reaches to the Family. ED 161 505
Policy Development in the Humanistic Disciplines: Toward Anthrocentric Undergraduate Education. ED 161 510
Programmed Training for Water/Wastewater Operators. ED 161 661
Self-Monitoring Procedures: Basic Laboratory Skills, Instructional Package Worksheets. ED 161 699
State Postsecondary Education Institutional Authorization and Oversight. A National Report and Inservice Education Program. Summary and Synthesis of the Conference. ED 161 326
Supervisory Management in the Water/Wastewater Field: Self Study Program. Revised Second Edition. Textbook and Student Manual. Lessons 1-7 and Appendix. Executive Programs of the Graduate School of Business Administration of Michigan State University. ED 161 662
Targets of Opportunity: Strategies for Managing a Staff Development Consortium. ED 161 485

Power Mechanics
A Curriculum Guide for Power Technology, Grades 9-12. ED 160 765

Power Structure
Academic Entrepreneurs in University Decision Making. AIR Forum Paper 1978. ED 161 334
Community Survey on the Status of Women. 2nd Edition. ED 160 739
Ethnic Studies in the Social Context. Series Paper No. 4. ED 161 967
Sex and Authority in the Workplace: The Causes of Sexual Inequality. Discussion Paper No. 506-78. ED 162 042
Working Effectively with the Community Power Structure. ED 160 746

Practical Arts
Caves to Condos...Food, Shelter, Clothing. Introduction to Practical Arts, Grades 7 and 8. A Non-Sexist Curriculum Guide. ED 160 871

Practical Mathematics
General High School Mathematics. ED 161 767
Learning Activity Packets for Minimal Mathematics Competencies in Vocational Education. Exemplary Project in Vocational Education Conducted under Public Law 90-576, Section 132 of P.L. 94-482. Final Report. ED 160 830

Practicum Supervision
The Teleconference. A Supervisory Procedure in Educational Clinical Experiences. ED 160 761

Practicums
FEHR-Practicum: A Computer-Simulation Approach to Teaching Research and Evaluation Methods. ED 161 935

Pragmatics
The Early Presuppositions and Performatives of Normal and Language Disabled Children. Papers and Reports on Child Language Development, No. 12. ED 161 301

Pre Hispanic Culture
Learning Achievement Packages. Mexican American Studies, English-Spanish. ED 161 595

Prediction
Budget Preparation and Inflation Prediction. AIR Forum Paper 1978. ED 161 339
The Dilution of Stereotypes: When Non-Information'' is Informative. ED 160 962
Forecasting Social Trends as a Basis for Formulating Educational Policy. ED 161 786
Minor Physical Anomalies and Language and Behavior of Selected Two-Year Old Children. Final Report. ED 161 227
Predicting Adaptive Behavior from the Bayley Scales of Infant Development. ED 161 183
Predicting Next Year's Resources Short-Term Enrollment Forecasting for Accurate Budget Planning. AIR Forum Paper 1978. ED 161 383

Predictive Ability (Testing)
An Individualized Method for Assessing the Learning Disabled'' Child. ED 161 902
Testing and Evaluation in Reading: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' May through September 1978 (Vol. 38 No. 11 through Vol. 39 No. 3). ED 161 005

Predictive Measurement
The Statistical Predictability of the Academic Performance of Registered Nursing Students at Macomb. Project No. 0141-77. ED 161 501

Predictive Validity
Predicting Second Grade Achievement Scores with the Slosson Intelligence Test, Peabody Picture Vocabulary Test, Goodenough-Harris Drawing Test, Developmental Test of Visual Motor and the Metropolitan Readiness Test. ED 161 932

Predictor Variables
Identification of Predictors of Coding Performance: Selecting Subjects to be Trained to Use Observation Systems. ED 161 898
Predicting Teacher NTE Scores in Mathematics. Research Paper No. 15. ED 161 682

Prefixes
Toward Reassessment of the Principles Underlying Choice of Vocabulary and Reading Selections in Developmental Reading Programs for the Elementary School. ED 160 989

Preschool Children
The Consequences of Same-Sex, Cross-Sex, and Androgynous Preferences. ED 160 967
The Effects of Age, Sex, and Adult Presence on Preschool Children's Sex-Typed Toy Play Behavior. ED 160 910
The Effects of Novelty on the Young Child's Exploration of Objects. ED 161 552
Evaluation of Mathematical Thinking. Discussion Paper No. 3. ED 161 557
Factor Analysis of Cognitive, Behavioral, Socioeconomic And Related Characteristics of Prekindergarten Children. Technical Paper #16. ED 161 917
Field Testing of Realistic Parenting Skills. ED 161 546
Gimme, It's Mine!: Children's Concepts of Ownership as Revealed in interaction. ED 161 553
The Influence of the Form of the Question on the Eyewitness Testimony of Preschool Children. Papers and Reports on Child Language Development, No. 12. ED 161 297
Methodological Issues in Studying Symbolic Play. ED 161 547
Motor Creativity of Preschool Children on the London Trestle Tree Apparatus. ED 161 851
Race and Sex Effects in the Conformity Behavior of Children. Occasional Paper Number 14. ED 162 044
School Before Six: A Diagnostic Approach. Volume II (Revised Edition). ED 161 517
School Before Six: A Diagnostic Approach. Volume I (Revised Edition). ED 161 516
Selected Empirical Research and Policy Analysis on Child Care and Parent Education: Principles for Public Policy. ED 161 559
Teachers' Ratings of Preschool Children's Behaviours. Discussion Paper No. 2. ED 161 542

Preschool Education
Compensatory Education for Preschoolers: A Non-Technical Report on the U.W.O. Preschool Project. Research Bulletin No. 440. ED 161 555
Custody, Care, and Nurture: Trends in Early-Childhood Education in Wollongong. ED 161 537
Ft. McDowell Indian Community Preschool Program. ED 161 569
National Home Start Evaluation. Interim Report V: Case Studies. ED 161 543

Preschool Programs
Home Visitor's Notebook ED 161 521
Home Visitor's Resource Materials. ED 161 523
National Home Start Evaluation: Field Procedures Manual. ED 161 544
Parent's Notebook. ED 161 522
Procedures for Developing Policy for Nursery Schools and Day Care Centers: Educational Policy Systems. ED 161 549
What Head Start Means to Families. ED 161 525
Yadkin Valley Early Childhood Creative Library Project. Final Summary Report. ED 161 550

Preservice Education
Growth of Attitudes, Knowledge, and Skill Required by P.L. 94-142 Among Preservice Teachers. ED 161 845
Teacher Education for a Changing World. The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9. ED 161 262

Presidents
Presidents' Vital Signs: Implications for Institutional Decision Making. AIR Forum Paper 1978. ED 161 384

Press Opinion
Journalists and Terrorism: Captives of the Libertarian Tradition. ED 161 070

Presupposition
The Early Presuppositions and Performatives of Normal and Language Disabled Children. Papers and Reports on Child Language Development, No. 12. ED 161 301

Pretend Play
Methodological Issues in Studying Symbolic Play. ED 161 547

Prevention
Child Mental Health and Psychosocial Development. Report of a WHO Expert Committee. Technical Report Series No. 613. ED 161 538
Pro-Child: A Child Abuse and Neglect Program. Final Report. ED 161 216
Pro-Child: A Child Abuse and Neglect Program. Supplement to the Final Report. ED 161 217

Prewriting
The Only Pre-Writing'' That Counts Motivation. ED 161 039

Primary Education
An Epidemiological Study of School Achievement: Implications for Theory and Research. ED 161 561
Methods Used for Kindergartens in the State of Kuwait. ED 161 545
Predicting Second Grade Achievement Scores with the Slosson Intelligence Test, Peabody Picture Vocabulary Test, Goodenough-Harris Drawing Test, Developmental Test of Visual Motor and the Metropolitan Readiness Test. ED 161 932

Primary Health Care
A Manpower Policy for Primary Health Care: Report of a Study. ED 161 768

Primary Sources
Taxation: Myths and Realities. A Courses by Newspaper Reader. ED 161 783

Principals
Adequacy of Teaching Conditions as Perceived by Administrators and Teachers. Research Paper No. 7. ED 161 678
Climate for Learning: A Symposium. Creating a Climate for Learning, and the Humanizing Process. The Principal and School Discipline. Curriculum Bulletin Vol. XXXII, No. 341. ED 161 142
Differences Between Teachers' Self-Ratings and Principal and University Faculty's Idealized Mathematics Teacher as Measured by a Mathematics Inventory. Research Paper No. 19. ED 161 684
Promising Practices in Mainstreaming for the Secondary School Principal. ED 161 189

Prisoners
Development and Field Test of a Multi-Purpose Computerized Vocational Counseling Program for Providing Placement, Occupational and Educational Information to Unemployed Adults, Handicapped Persons and Inmates in Correctional Institutions. Final Report. Volume I of III: Project Results. ED 160 736
The Earned-Time System: A Performance-Based Correctional Management Model. ED 160 961

Privacy
Access to Medical Records. ED 161 094
Adult Individual Criminal Records and the News Media: Inherent Problems for Access and Privacy. ED 161 043

Privacy Act of 1974
Report from the United States: The Privacy Act of 1974 and the Social Sciences Need for Access to Data. ED 161 785

Private Agencies
Contracting for Correctional Services in the Community. Volume I: Summary. ED 160 762

Private Colleges
The Condition of Kentucky's Independent Colleges, 1971-72 to 1975-76. AIR Forum Paper 1978. ED 161 345
A State-National Information Network for Independent Higher Education. AIR Forum Paper 1978. ED 161 394

Private Schools
Private Vocational Schools and Public Policy. ED 160 895

Pro Child Project
Pro-Child: A Child Abuse and Neglect Program. Final Report. ED 161 216
Pro-Child: A Child Abuse and Neglect Program. Supplement to the Final Report. ED 161 217

Probability
Probability for Primary Grades, Student Text. Revised Edition. ED 161 748
Probability for Primary Grades, Teacher's Commentary. Revised Edition. ED 161 749

Probability Theory
Probability for Primary Grades, Student Text. Revised Edition. ED 161 748
Probability for Primary Grades, Teacher's Commentary. Revised Edition. ED 161 749
Calculator Handbook. Problem Solving Project. ED 161 758
Getting to Know the Calculator. Problem Solving Project. ED 161 757
Problem Solving: Opening the Door Using the Mini-Calculator. Problem Solving Project. ED 161 759

Problem Solving
Adult Basic Education Sourcebook: Answers to Questions Commonly Asked by ABE/GED Instructors. ED 160 899
Calculator Handbook. Problem Solving Project. ED 161 758
Communication Training for Couples: A Comparative Study. ED 160 914
Evaluation of USMES Implementation Projects. Evaluation Report. ED 161 915
Getting to Know the Calculator. Problem Solving Project. ED 161 757
Guidelines for the Formation and Maintenance of a Consortium: A Resource Manual for Administrators. ED 161 976
The Neighborhood Factor in Problem Coping, Help Seeking and Social Support: Research Findings and Suggested Policy Implications. ED 160 968
Problem Definition for Problem Solvers: Applying Rhetorical Theory in Teaching Technical Writing. ED 161 035
Problem Solving. A Five-Step Model. Keys to Community Involvement Series: 3. ED 161 119
Problem Solving: Opening the Door Using the Mini-Calculator. Problem Solving Project. ED 161 759

Productivity
Departmental Productivity; An Assessment of Current Efforts. AIR Forum Paper 1978. ED 161 350
Faculty Productivity: Behavioral Considerations. AIR Forum Paper 1978. ED 161 359

Professional Associations
The Future of Professional Associations. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5. ED 161 254
International Reading Association 1977-1978 Annual Report. ED 161 011
National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Private Sector. ED 161 740
Professional Women's Groups, May 1978. ED 162 035
The Value of Information: Collection of Papers Presented at 6th Mid-Year Meeting of the American Society for Information Science. ED 161 455

Professional Continuing Education
Present Status and Future Directions of University-Based Continuing Education in Nursing. ED 160 824

Professional Development
Concerns of Women in Educational Research and Development at Three Stages of Professional Development: Student Years, Early Postdoctoral Years, and Intermediate Professional Years. Research Memorandum. ED 161 317
Issues in the Recruitment, Professional Development, Promotion, and Remuneration of Women Faculty. Research Memorandum. ED 161 318

Professional Education
Research and Development Needs for the Advancement of Teacher Education. Research Series No. 8. ED 161 859

Professional Personnel
Personal & Professional Development: An Individualized Approach. Keys to Community Involvement Series: 5. ED 161 121

Professional Services
Using Consultants: Getting What You Want. Keys to Community Involvement Series: 14. ED 161 130

Professional Training
Geographers as Planners: What Skills Does the Job Require. ED 161 806
Quality and Relevance in Teacher Education. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5. ED 161 253
Supervisory Management in the Water/Wastewater Field: Self Study Program. Revised Second Edition. Textbook and Student Manual. Lessons 1-7 and Appendix. Executive Programs of the Graduate School of Business Administration of Michigan State University. ED 161 662

Program Administration

Compensatory Education Study. Final Report to Congress from the National Institute of Education.
ED 161 996

Contracting for Correctional Services in the Community. Volume I: Summary.
ED 160 762

The Development of a Series of Recommendations and Procedures Required in Administration of a Centralized Program of Occupational Competency Assessment.
ED 160 754

Handbook on the Organization and Administration of a Student Job Placement Service for a Secondary School.
ED 160 810

A Model Career Counseling and Placement Program.
ED 160 792

New York State Consortium for Career Education. Career Education Program, July 1, 1975-June 30, 1976. Project Performance Report, Volume 1.
ED 160 779

New York State Consortium for Career Education. Career Education Program, July 1, 1975-June 30, 1976. Project Performance Report, Volume 2.
ED 160 780

Plan for Comprehensive Vocational, Technical and Adult Post-Secondary Education Services to Wisconsin through 1980.
ED 160 811

Training Consumer Educators: A Curriculum and Program Handbook. A Report on the Experience of the Consumer Law Training Center.
ED 160 764

Program Attitudes

Study of Vocational Education Involvement with Apprenticeship Programs in Illinois. Executive Summary.
ED 160 805

The Volunteers Speak Again: The Second Annual Survey of Peace Corps Volunteers.
ED 161 709

Program Budgeting

The Impact of Proposition 13 on Community Services for California Community Colleges.
ED 161 480

Space Costing in Colleges and Universities. AIR Forum Paper 1978.
ED 161 393

1979-80 Budget Process. Phase I: Educational Programs. Procedures Manual.
ED 161 487

Program Content

Arts Education: A Contemporary View for Schools in Virginia.
ED 161 801

Evaluation of Selected New York City Board of Education Umbrella Programs for the 1974-1975 School Year.
ED 161 962

Methods Used for Kindergartens in the State of Kuwait.
ED 161 545

Training Consumer Educators: A Curriculum and Program Handbook. A Report on the Experience of the Consumer Law Training Center.
ED 160 764

Program Coordination

Audit and Evaluation of the Georgia Comprehensive Career Guidance Project, Grades 7-12. Final Report.
ED 160 874

Handbook on the Organization and Administration of a Student Job Placement Service for a Secondary School.
ED 160 810

A Needs Based Vocational Guidance Program. Exemplary Project in Vocational Education Conducted under Part C of Public Law 90-576. Final Report.
ED 160 835

Program Costs

PERC and NCHEMS: A Comparison. AIR Forum Paper 1978.
ED 161 380

The Relationship Between Program Cost and Economic Return: The Case of One Public University. AIR Forum Paper 1978.
ED 161 387

Program Descriptions

Annual Progress Report, 1978. Southern Rural Development Center, Mississippi State University. SRDC Series Publication No. 28.
ED 161 603

Assessment and Priority-Development for Environmental Education Resources on Jamesville Quarry, Allied Chemical Corporation. Final Report.
ED 161 747

Basic Questions Asked about School Self-Renewal.
ED 161 990

The Bee Hive: The Arts in Early Education.
ED 161 518

Comprehensive Epilepsy Program.
ED 161 186

Day Care and the Public Schools: Profiles of Five Communities.
ED 161 526//

The Development of a Competency Based Professional Preparation Progam in Physical Education for Work with Handicapped Children. Final Report.
ED 161 871

Education in Action: 50 Ideas That Work.
ED 161 540

Evaluation of Funded Projects for Development of Vocational Instructional Materials (Conclusion of Two Year Project). Final Report. Vocational-Technical Education Research Report, Volume 15, Number 12.
ED 160 828

Evaluation of Selected New York City Board of Education Umbrella Programs for the 1974-1975 School Year.
ED 161 962

Evaluation of USMES Implementation Projects. Evaluation Report.
ED 161 915

Exemplary Programs in Special Education. National Diffusion Network.
ED 161 194

Family Resource Center. Final Report.
ED 161 205

Final Report on Hearing and Speech Agency Infant-Parent Project (Program Performance Report for Handicapped Children's Early Education Project). July 1, 1976 Through June 30, 1977.
ED 161 229

Final Technical Report of the Pennsylvania Area Learning Resource Center. September 1, 1974 Through May 31, 1977.
ED 161 231

A First Year Look at the National Diffusion/Adoption Network. Program Highlights.
ED 161 865

GED Testing: The High School Equivalency Diploma. Preparation for Health Career Advancement for American Indians and Alaska Natives.
ED 161 959

Goal Attainment Scaling: A Primary Method of Treatment and Program Evaluation in Project SAIL - A Special Education Dropout Prevention Program.
ED 161 191

A Guide to Federal Funding in the Biological Sciences.
ED 161 693

High/Scope Foundation - B.E.H. Special Project for the Preparation of Preschool Specialists. Final Report.
ED 161 215

Hinterbrand Lodge Outdoor Education Center. Program Information.
ED 161 578

An Innovative Approach to Human Resource Development.
ED 161 687

Innovative Opportunities for the Returning Woman.
ED 160 750

Interactions of a Developing Medical School and an Urban Community. Paper Presented at the Annual Meeting of the American Association for the Advancement of Science (Boston, Massachusetts, 1976).
ED 161 660

Language Intervention. A Sampling of Selected Programs for Severe, Moderate, and Mild Impairments 1969-1975.
ED 161 184

Methods Used for Kindergartens in the State of Kuwait.
ED 161 545

National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Abstract.
ED 161 731

National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Air.
ED 161 732

National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Composite I (Environmental Engineering/Health).
ED 161 733

National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Composite II (Education/Ecology).
ED 161 734

National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Pesticides.
ED 161 737

National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Potable Water II (Multiple Degree Programs).
ED 161 739

National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Potable Water I (Single Degree Programs).
ED 161 738

National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Radiation.
ED 161 741

National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Solid Waste.
ED 161 742

National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Summary.
ED 161 745

National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Wastewater II (Multiple Degree Programs).
ED 161 744

National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Wastewater I (Single Degree Programs).
ED 161 743

National Home Start Evaluation. Interim Report V: Case Studies.
ED 161 543

New York State Consortium for Career Education. Career Education Program, July 1, 1975-June 30, 1976. Project Performance Report, Volume 2.
ED 160 780

Options for the Teaching of Foreign Languages, Literatures, and Cultures.
ED 161 276

The Parent is a Teacher.
ED 161 541

A Planning Program to Develop Career Path Workshops for Women Students.
ED 161 511

Pro-Child: A Child Abuse and Neglect Program. Final Report.
ED 161 216

Pro-Child: A Child Abuse and Neglect Program. Supplement to the Final Report.
ED 161 217

Project Overview.
ED 161 170

A Report to the Fund for the Improvement of Postsecondary Education on the Regional Continuing Education for Women Program.
ED 160 759

Research, Development and Demonstration Center in Education of Handicapped Children. Final Report.
ED 161 201

School Self-Renewal Assessment Summary Report.
ED 161 988

Science Teaching in the Elementary Schools: A Survey of Practices. Circular Number 749.
ED 161 702

A Sex Education Program in a Therapeutic Pre-School.
ED 161 199

South Dakota Career Education Project: A Sequential Demonstration Model in Career Education Coordinating the Efforts of State Agencies to Effect an Inservice and Curriculum Development Program in Selected School Systems. Final Performance Report.
ED 160 783

A Study of the Rowland Scholar Program at Clark College.
ED 161 697

Technical Report of the California Assessment Program.
ED 161 882

The University of Tennessee at Chattanooga Computer Services Plan.
ED 161 431

What On Earth? Teacher's Guide. An Instructional Television Series for Eighth-Grade Earth Science.
ED 161 761

Wisconsin K-12 Career Education Consortium. Final Project Performance Report. Volume II of Two Volumes.
ED 160 786

YEDPA and Career Education.
ED 160 793

1977 State Abstracts: The State Capacity Building Program.
ED 161 444

1977 State Reports: The State Capacity Building Program.
ED 161 443

Program Design

Career Guidance in Georgia. A Program Development Guide.
ED 160 850

Comprehensive Career Guidance. Methods Guide. K-6 Career.
ED 160 842

A Report to the Fund for the Improvement of Postsecondary Education on the Regional Continuing Education for Women Program.
ED 160 759

Program Development

Adoption and Continuation of Family Day Care Support Services.
ED 161 514

Bilingual Education: The National Perspective. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5.
ED 161 246//

Career Education Personnel Training Center. Pinellas County Public Schools. Final Report.
ED 160 799

Career Guidance in Georgia. A Program Development Guide.
ED 160 850

Children Are the Revolution: Day Care in Cuba.
ED 161 560//

Deliberate Psychological Education. Growth through Human Understanding. Leader's Handbook.
ED 160 858

Developing a Research-Based Language/Reading Program.
ED 160 974

Distributive Education Programs. A Program Information Publication.
ED 160 827

The Educational Environment. Leader's Handbook .
ED 160 854

Education for Business. Program Planning Guide & Courses of Study. Revised.
ED 160 834

An Energy Conservation Retrofit Process for Existing Public and Institutional Facilities.
ED 161 763

Evaluation of Mathematical Thinking. Discussion Paper No. 3.
ED 161 557

Facilitating Interpersonal Skills Development: A Human Relations Training Approach.
ED 160 851

Faculty Development for Inservice Education in the Schools.
ED 161 876

Final Technical Report of the Pennsylvania Regional Resource Center. June 1, 1974 Through May 31, 1977.
ED 161 230

FRAC's Guide to the School Lunch and Breakfast Programs.
ED 161 113

Handbook on the Organization and Administration of a Student Job Placement Service for a Secondary School.
ED 160 810

Highline's Career Education for Gifted & Talented Students. Annual Report.
ED 160 796

Home Economics for Oregon Schools. Nutrition & Foods.
ED 160 789

An Implementation of a Functional Reading Program.
ED 161 017

Incremental Improvement of Career Education in Utah. Final Report.
ED 160 797

Individual Advisory System.
ED 160 856

Individual Educational Plans, How Well Do They Work?
ED 161 235

Life Career Planning: Values, Decisions and Goals. Leader's Handbook .
ED 160 852

Making Health Education Work.
ED 161 841//

Metropolitan Planning Project, 1973-75. Final Performance Report.
ED 162 002

Metropolitan Planning Project, 1975-77. Final Performance Report.
ED 162 003

Metro Ways to Understanding: Volume I: A Plan for the Voluntary Elimination of Racial and Ethnic Isolation in the Schools of the Boston Metropolitan Area.
ED 162 001

A Model Career Counseling and Placement Program.
ED 160 792

A Model for Developing and Operating an Adult Career Guidance Center.
ED 160 917

A Needs Based Vocational Guidance Program. Exemplary Project in Vocational Education Conducted under Part C of Public Law 90-576. Final Report.
ED 160 835

The New Hampshire High School Career Education Model. Final Report.
ED 160 781

Parenting Education Through Television: An Evaluation of the Middle Road Traveler Series for Adolescents.
ED 161 436

Partnership for Rural Improvement. Annual Report, 1977-78 for the W.K. Kellogg Foundation, Battle Creek, Michigan.
ED 161 571

Research in Outdoor Education: Summaries of Doctoral Studies, January, 1978.
ED 161 608

Robeson County Compensatory Indian Education Project. Project Evaluation and Final Report.
ED 161 605

Robeson County Indian Education Needs Assessment, FY-79.
ED 161 606

The Role of Guidance in Business Education.
ED 160 831

School Health Curriculum Project for Southeastern Michigan. Evaluation Report: School Implementation of Program.
ED 161 901

School Self-Renewal Assessment Summary Report.
ED 161 988

Successful Projects: Examining the Research. Keys to Community Involvement Series: 8.
ED 161 124

Work and Leisure Environments. Leader's Handbook .
ED 160 857

Program Effectiveness

Can Welfare Reform Eliminate Poverty? Discussion Paper No. 517-78.
ED 162 049

Children Are the Revolution: Day Care in Cuba.
ED 161 560//

Communication Training for Couples: A Comparative Study.
ED 160 914

Coordinated Use of Mass Media for the Development and Delivery of Career Education. Final Report. And A Study of Awareness of and Interest in the Career Education Program in the New Haven Area .
ED 160 794

Culturally Responsive Early Childhood Education Programs for Non-English Speaking Children.
ED 161 277

Evaluating Career Education in the Arts: The Arts Center, Pawtucket, Rhode Island.
ED 160 802

Evaluation of Selected New York City Board of Education Umbrella Programs for the 1974-1975 School Year.
ED 161 962

Metropolitan Planning Project, 1973-75. Final Performance Report.
ED 162 002

Metropolitan Planning Project, 1975-77. Final Performance Report.
ED 162 003

The National Manpower Survey of the Criminal Justice System. Volume Five: Criminal Justice Education and Training.
ED 160 738

The National Manpower Survey of the Criminal Justice System. Volume Four; Courts.
ED 160 864

The National Manpower Survey of the Criminal Justice System. Volume One: Summary Report.
ED 160 862

The National Manpower Survey of the Criminal Justice System. Volume Two: Law Enforcement.
ED 160 863

The Social Effects of Cable Television.
ED 161 447

South Dakota Career Education Project: A Sequential Demonstration Model in Career Education Coordinating the Efforts of State Agencies to Effect an Inservice and Curriculum Development Program in Selected School Systems. Final Performance Report.
ED 160 783

A Study of Library Cooperatives, Networks and Demonstration Projects. Final Report. Volume I: Findings and Recommendations.
ED 161 405

Successful Projects: Examining the Research. Keys to Community Involvement Series: 8.
ED 161 124

The Volunteers Speak Again: The Second Annual Survey of Peace Corps Volunteers.
ED 161 709

Yadkin Valley Early Childhood Creative Library Project. Final Summary Report.
ED 161 550

Program Effectiveness and Related Costs

PERC and NCHEMS: A Comparison. AIR Forum Paper 1978.
ED 161 380

Program Evaluation

Academic Advising and Counseling: A Computer Assisted Enhancement. AIR Forum Paper 1978.
ED 161 332

Adoption and Continuation of Family Day Care Support Services.
ED 161 514

Applying Experimental Designs to Large-Scale Program Evaluation. Research Paper No. 2.
ED 161 676

Assessment and Priority-Development for Environmental Education Resources on Jamesville Quarry, Allied Chemical Corporation. Final Report.
ED 161 747

Compensatory Education Study. Final Report to Congress from the National Institute of Education.
ED 161 996

The Educational Programs Audit Dress Rehearsal; Paradigm One: Practice Makes Perfect or How a New Approach to the Audit Helps Programs Succeed.
ED 161 213

An Empirical Investigation of the ESEA Title I Evaluation Systems' Proposed Variance Estimation Procedures for Use With Criterion Referenced Tests.
ED 161 914

Evaluation in Extension.
ED 161 885

Evaluation of a Three Year Health Sciences PLATO IV Computer-Based Education Project.
ED 161 424

Evaluation of Early Childhood Programs: Toward a Developmental Perspective.
ED 161 512

Evaluation of Funded Projects for Development of Vocational Instructional Materials (Conclusion of Two Year Project). Final Report. Vocational-Technical Education Research Report, Volume 15, Number 12.
ED 160 828

Evaluation of Implementation Projects Supported by the National Science Foundation. Research Paper No. 17.
ED 161 683

Evaluation of Mathematical Thinking. Discussion Paper No. 3.
ED 161 557

Evaluation of Selected New York City Board of Education Umbrella Programs for the 1974-1975 School Year.
ED 161 962

An Evaluation of the Hearing and Speech Agency Infant-Parent Program.
ED 161 234

Evaluation of the South Dakota Career Education Project. A Technical Report.
ED 160 784

Evaluation of USMES Implementation Projects. Evaluation Report.
ED 161 915

Evaluation Title IV Program Indian Education Act. Rice School District No. 20, San Carlos, Arizona.
ED 161 572

Field Testing of Realistic Parenting Skills.
ED 161 546

Flexner, Accreditation, and Evaluation. Research Series No. 5.
ED 161 834

The Florida Accountability Program: An Evaluation of Its Educational Soundness and Implementation.
ED 161 954

Ft. McDowell Indian Community Preschool Program.
ED 161 569

Greenwood Career Education Project. Final Project Performance Report.
ED 160 800

Highline's Career Education for Gifted & Talented Students. Annual Report.
ED 160 796

Implications of an Alternative Social Reform Paradigm for Educational Evaluation.
ED 161 916

Incremental Improvement of Career Education in Utah. Final Report.
ED 160 797

Individual Educational Plans, How Well Do They Work?
ED 161 235

An Investigation of the Effectiveness of Two Educational Programs in View of the Students' Previous Experiences.
ED 161 879

Issues in Developmental Disabilities Evaluation and Advocacy.
ED 161 185

The Kentucky Standards of Excellence for Reading Programs.
ED 160 985

Living Skills Center for the Visually Handicapped. Career Education Program Project Performance Reports.
ED 160 795

Longitudinal Study, Title VII Bilingual Program Santa Fe Public Schools, Santa Fe, New Mexico
ED 161 275

Metropolitan Planning Project, 1977-78. Final Performance Report.
ED 161 978

A Model Career Counseling and Placement Program.
ED 160 792

National Home Start Evaluation: Field Procedures Manual.
ED 161 544

National Home Start Evaluation. Interim Report V: Case Studies.
ED 161 543

A Needs Based Vocational Guidance Program. Exemplary Project in Vocational Education Conducted under Part C of Public Law 90-576. Final Report.
ED 160 835

New Hampshire High School Career Education Model. Final Evaluation Report.
ED 160 782

Penetrating School Strata through Career Education. Program Evaluation.
ED 160 778

Poor Administration of the 1977 Summer Program for Economically Disadvantaged Youth in New York City.
ED 161 997

Program Evaluation Skills for Busy Administrators.
ED 161 887

Program-Fair Evaluation of Instructional Programs: Initial Results of the Kindergarten Reading Readiness Inquiry.
ED 161 519

Quality Incremental Improvements in the Implementation of a Career-Centered Curriculum for Grades 1-12. Final Report.
ED 160 801

Region V Invitational Workshop on Professional Development. Final Evaluation Report.
ED 160 788

Report of the Michigan Educational Assessment Program's External Advisory Panel on Evaluation.
ED 161 950

Review of Academic Degree Programs: Striving to Keep Higher Education Viable in a Time of Limited Resources. AIR Forum Paper 1978.
ED 161 390

Robeson County Compensatory Indian Education Project. Project Evaluation and Final Report.
ED 161 605

School Self-Renewal Assessment Summary Report.
ED 161 988

A Strategy for Evaluating the NSF Comprehensive Program for Teacher Education. Research Paper No. 1.
ED 161 675

A Study of the Rowland Scholar Program at Clark College.
ED 161 697

Teachers' Ratings of Preschool Children's Behaviours. Discussion Paper No. 2.
ED 161 542

Title I ESEA, Fiscal Year 1976. Commonwealth of Massachusetts.
ED 162 006

Undergraduate Internships for Social Science Majors: Development and Longitudinal Evaluation of a Model Program.
ED 161 812

Une Recette d'Apprentisage: Administrator Accountability and the Correlates of Student Achievement.
ED 161 167

Uses and Abuses of Evaluation in Continuing Education Programs: On the Frequent Futility of Formative, Summative, and Justificative Evaluation.
ED 160 734

Wisconsin K-12 Career Education Consortium. Final Project Performance Report. Volume II of Two Volumes.
ED 160 786

Wisconsin K-12 Career Education Consortium. Final Project Performance Report. Volume I of Two Volumes.
ED 160 785

Workshop Leaders's Guide. To Accompany: Program Evaluation Skills for Busy Administrators.
ED 161 888

Yadkih Valley Early Childhood Creative Library Project. Final Summary Report.
ED 161 550

Program For Better Jobs And Income

Can Welfare Reform Eliminate Poverty? Discussion Paper No. 517-78.
ED 162 049

Program Guides

Guidelines for Developing a Program for the Gifted and Talented. An Adaptation of a Model Provided by James Curry.
ED 161 224

A Resource Manual for the Development and Evaluation of Special Programs for Exceptional Students. Volume II-E: Emotionally Handicapped. Revised Edition.
ED 161 226

Program Improvement

The Educational Programs Audit Dress Rehearsal; Paradigm One: Practice Makes Perfect or How a New Approach to the Audit Helps Programs Succeed.
ED 161 213

Evaluation of the South Dakota Career Education Project. A Technical Report.
ED 160 784

The Florida Accountability Program: An Evaluation of Its Educational Soundness and Implementation.
ED 161 954

Incremental Improvement of Career Education in Utah. Final Report.
ED 160 797

The In-Service Education of Teachers. Trends, Processes, and Prescriptions.
ED 161 833//

The New Hampshire High School Career Education Model. Final Report.
ED 160 781

Role and Responsibility of Industry in the Professional Development of Vocational Educators.
ED 160 745

Third Party Evaluation Report for the Wisconsin Career Education Consortium, Project No. 554AH50646.
ED 160 787

Wisconsin K-12 Career Education Consortium. Final Project Performance Report. Volume II of Two Volumes.
ED 160 786

Wisconsin K-12 Career Education Consortium. Final Project Performance Report. Volume I of Two Volumes.
ED 160 785

Program Length

Temporal Adjustment in Academic Labor Markets: Time to Ph.D. AIR Forum Paper 1978.
ED 161 397

Program Planning

Compensating Victims of Violent Crime: Potential Costs and Coverage of a National Program.
ED 160 972

Conducting Leadership Training Workshops.
ED 160 816

The Doing Book. An Experiential Approach to Consumer Education.
ED 160 773

An Empirical Study of Implementing an Academic Unit Planning Tool: Implications for Institutional Research and Management. AIR Forum Paper 1978.
ED 161 355

A Handbook for Institutional Academic and Program Planning: From Idea to Implementation.
ED 161 327

An In-Service Training Program for Service Providers Working with Multiply Handicapped Learners.
ED 161 219

A Knowledge Development Plan for the Youth Employment and Demonstration Projects Act of 1977.
ED 160 743

Making Health Education Work.
ED 161 841//

Needs Assessment Procedure: Mainstreaming Handicapped. Volume I. Final Technical Report.
ED 160 891

Needs Assessment Procedure: Mainstreaming Handicapped. Volume II. A Manual for Vocational Education Administrators. Final Report.
ED 160 892

Program Planning for Culturally Different Minority Students.
ED 162 017

Recommendations for Developing Career Centers.
ED 161 483

Staff Development for Student Personnel Services in the Los Angeles Community College District.
ED 161 488

State of Iowa Plan for Physical Education for Handicapped Students. Discussion Copy.
ED 161 237

Toward an Action Plan: Report on the Intergovernmental Conference on Environmental Education.
ED 161 712

The University of Tennessee at Chattanooga Computer Services Plan.
ED 161 431

1979-80 Budget Process. Phase I: Educational Programs. Procedures Manual.
ED 161 487

Program Validation

Exemplary Programs in Special Education. National Diffusion Network.
ED 161 194

New York State Consortium for Career Education. Career Education Program, July 1, 1975-June 30, 1976. Project Performance Report, Volume 1.
ED 160 779

New York State Consortium for Career Education. Career Education Program, July 1, 1975-June 30, 1976. Project Performance Report, Volume 2.
ED 160 780

Third Party Evaluation Report for the Wisconsin Career Education Consortium, Project No. 554AH50646.
ED 160 787

Programed Instruction

Programmed Training for Water/Wastewater Operators.
ED 161 661//

Programing

A Methodology for Designing High Level Computer Input Systems for Mathematical Programming Models. Industrial and Systems Engineering Report Series No. J-78-16.
ED 161 692

Programing (Broadcast)

An Alternative Pattern of Basic Education: Radio Santa Maria. A Study Prepared for the Unesco Institute for Education in Collaboration with the International Educationa Reporting Service. An International Bureau of Education Series: Experiments and Innovations in Education, No. 30.
ED 160 768//

Children and Parents in our Television Programmes.
ED 161 456

Children's Television: An Analysis of Programming and Advertising.
ED 161 050//

The Social Effects of Cable Television.
ED 161 447

Programing Languages

CBES An Efficient Implementation of the Coursewriter Language. ED 161 418

NATAL-74; First Results. ED 161 412

Programs

Impact of Governmental Transfer Payments on Human Resource Development A Bibliography. SRDC Bibliography Series No. 8. ED 161 570

Programs of Research Evaluation for Public Schools

Institutional Research as a Service Function of Higher Education: A Consortium Arrangement with Public School Districts. AIR Forum Paper 1978. ED 161 370

Project Applications

A First Year Look at the National Diffusion/Adoption Network. Program Highlights. ED 161 865

Project Head Start

The Status of Handicapped Children in Head Start Programs. Fifth Annual Report of the U.S. Department of Health, Education, and Welfare to the Congress of the U.S. on Services Provided to Handicapped Children in Project Head Start. ED 161 181

Project Head Start. Parent Child Centers

What Head Start Means to Families. ED 161 525

Project TRAC

Pennsylvania Training and Demonstration Center for Severely and Profoundly Retarded Children: TRAC (Training, Resources, Acquisition, Control). Final Report, July 1, 1975 to September 30, 1976. ED 161 192

Projective Tests

Sex Differences in Spatial Play Behavior of Six-Year Olds. ED 160 952

Promotion (Occupational)

Predicting Peer Evaluation of Scientists. ED 160 921

Sexual Inequality in the Workplace: An Employer-Specific Analysis of Pay Differences. Discussion Paper No. 502-78. ED 162 041

Property Accounting

Space Costing in Colleges and Universities. AIR Forum Paper 1978. ED 161 393

Property Appraisal

Analysis of Income/Commercial Real Estate Transactions. ED 161 462

Proposition 13 (California 1978)

Institutional Responses to Forced Budget Reductions. ED 161 478

Prose Learning

A Developmental Study of the Retention of Narrative Material. Final Report. ED 160 978

Improving Children's Prose Comprehension: Selected Strategies That Seem to Succeed. Theoretical Paper No. 72. ED 160 975

Protestant School Board of Greater Montreal

How Do the Parents of the Protestant School Board of Greater Montreal Feel About Their Involvement in Educational Decisions. ED 161 135

Major School Change Policy. A Model for Community Involvement in Declining Enrollment. ED 161 137

Proximity

Distress vs. Non-Distress Approach and the Personal Space of Masculine, Feminine, and Androgynous Subjects. ED 160 934

Psychiatric Services

Depression: A Social or a Mental Health Problem? Implications for the Health of Women. ED 160 931

Psycholinguistics

The Early Presuppositions and Performatives of Normal and Language Disabled Children. Papers and Reports on Child Language Development, No. 12. ED 161 301

Handbook of Semantic Word Norms. ED 161 271//

The Influence of the Form of the Question on the Eyewitness Testimony of Preschool Children. Papers and Reports on Child Language Development, No. 12. ED 161 297

Language Learning Strategies: Does the Whole Equal the Sum of the Parts? Papers and Reports on Child Language Development, No. 12. ED 161 299

Propositions across Utterances and Speakers. Papers and Reports on Child Language Development, No. 12. ED 161 298

Understanding and Appreciating Metaphors. Technical Report No. 11. ED 160 979

Psychological Characteristics

Cultural Factors in Learning and Instruction. ERIC/CUE Urban Diversity Series, Number 56. ED 162 012

The Effects of Locus of Control and Method of Presentation on Pre-Service Teacher's Achievement. ED 161 769

Psychological Needs

Changes in Personality Impressions Formed by Status-Oriented Individuals who Differ in Need-for-Social Approval (NA) or Locus-of-Control Reinforcement. ED 160 937

Professional Development and Personality in Religious Clergy. ED 160 942

The Social-Psychological Aspects of Aging. ED 160 908

Psychological Patterns

The Relationship Between Biorhythms and Human Performance. ED 161 850

Psychological Studies

Positive and Negative Semantic Markers in Psychological Research: Does It Matter if Society Makes Love or War? ED 161 775

Problems of Conducting Research in Organizations: The Case of Police Departments. ED 160 940

Psychology

Psychometrics, Mathematical Psychology, and Cognition: Confessions of a Closet Psychometrician. Technical Report No. 10. ED 161 958

Undergraduate Internships for Social Science Majors: Development and Longitudinal Evaluation of a Model Program. ED 161 812

Psychometrics

Psychometrics, Mathematical Psychology, and Cognition: Confessions of a Closet Psychometrician. Technical Report No. 10. ED 161 958

Psychomotor Skills

Motor Creativity of Preschool Children on the London Trestle Tree Apparatus. ED 161 851

Nurturing Psychomotor Talent in Early Childhood. ED 161 534

Psychotherapy

The Broverman Study Revisited: Implications of Androgyny. ED 160 920

Depression: A Social or a Mental Health Problem? Implications for the Health of Women. ED 160 931

Public Education

The Carnegie Corporation of New York and American Educational Policy 1945-1970. ED 161 329

A New Public School Compromise for the Twenty-first Century: New Mechanisms for Formulating Educational Policy. ED 161 814

Space and Social Order. Discussion Paper No. 514-78. ED 162 043

Public Law 94 482

An Analysis of Alternatives for the Implementation of Part A, Sec. 111 (2) (A) and (B) Payment to States of Public Law 94-482. Final Report. ED 160 873

Public Libraries

The Hollins Branch Library and its Community: An Analysis of Available Data. ED 161 439

Information Resources: An Analysis of Community Needs and an Evaluation of Library Services in Chatham and Alamance Counties. ED 161 438

Public Opinion

Ascertainment of Community Needs in Jacksonville. Second Annual Survey. ED 161 408

Community Standards and Their Misperception: A Local Public Opinion Poll on Pornography. ED 161 090

The Effects of Media Dependencies on Audience Assessment of Government. ED 161 028

The Mass Communication Theories'' of the Muckrakers. ED 161 030

Minimum Competencies: A National Survey. ED 161 960

Newspaper Versus Television Reliance and Political Disaffection. ED 161 042

Responsibility for Educational Tasks: Role Perceptions in West Virginia. ED 161 847

Uses and Effects of Television and Other Mass Media: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' July through September 1978 (Vol. 39 Nos. 1 through 3). ED 161 110

Public Policy

The Carnegie Corporation of New York and American Educational Policy 1945-1970. ED 161 329

Lifelong Learning and Public Policy. ED 160 859

Selected Empirical Research and Policy Analysis on Child Care and Parent Education: Principles for Public Policy. ED 161 559

Should the Federal Government Implement a Program Which Guarantees Employment Opportunities for All U.S. Citizens in the Labor Force? Inter-Collegiate Debate Topic, 1978-1979, Pursuant to Public Law 88-246. ED 160 900

A State-National Information Network for Independent Higher Education. AIR Forum Paper 1978. ED 161 394

Public Relations

Comparing Public Relations' Lifestyles in a Campaigns Course. ED 161 069

Precision Communication: Interactive Computer Applications in Data-Based Public Relations Programs. ED 161 031

Responding to Today's Issues. The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9. ED 161 260//

Public School Systems

Day Care and the Public Schools: Profiles of Five Communities. ED 161 526//

Institutional Research as a Service Function of Higher Education: A Consortium Arrangement with Public School Districts. AIR Forum Paper 1978. ED 161 370

Public Schools

Computers for Learning: The Uses of Computer-Assisted Instruction (CAI) in California Public Schools. ED 161 433

A New Public School Compromise for the Twenty-first Century: New Mechanisms for Formulating Educational Policy. ED 161 814

Significant Developments in School/Community Interactions. Urban Education: Progress Toward Renewal and Reform. ED 161 986

Your Legal Rights and Responsibilities: A Guide for Public School Students. ED 162 040

Public Television

Ascertainment of Community Needs in Jacksonville. Second Annual Survey. ED 161 408

An Evaluation of Ascertainment Data Collection Methods Appropriate to Rural Areas. Final Report. ED 161 410

Method Dependent Opinion Leadership: Implications for Ascertainment of Black Community Needs for Public Television Stations. ED 161 409

Publications

Magazine Writing Today. ED 161 052//

Publicize

Marketing Plan 1978. ED 161 486

Publishing Industry

Cultural Constellations in Translated Children's Literature: Evidence from the Mildred L. Batchelder Award. ED 161 026

Puerto Ricans

A Community's Struggle for Equal Educational Opportunity: Aspira v. Bd. of Ed. OME Monograph Number Two. ED 162 034

The Education Industry in Puerto Rico. An Economic Report. ED 161 157

Oversight Hearing on Facility Construction Needs in Puerto Rico. Hearing Before the Subcommittee on Postsecondary Education of the Committee on Education and Labor, House of Representatives, Ninety-Fifth Congress, Second Session. ED 161 325

Quality of Life

Federal Aid, Urban Schools and State Responsibility for Quality of Life. ED 161 971

Leisure Exploration Service, Southern Illinois University, Carbondale, Illinois. ED 160 928

Ourselves and Our Children: A Book By and For Parents. ED 161 539//

Rural Cultural Houses (A New Approach to Rural Youth Work in Iran). ED 161 565

Quebec

Parent Advisory Committees in Quebec: An Experiment in Mandated Parental Participation. ED 161 141

Quebec (Montreal)

How Do the Parents of the Protestant School Board of Greater Montreal Feel About Their Involvement in Educational Decisions. ED 161 135

Questioning Techniques

Teaching, Interviewing, and Learning Theory. ED 161 771

Questionnaires

Community Surveys: Grassroots Approaches. Keys to Community Involvement Series: 13. ED 161 129

Data Collection Activities for the Second Follow-Up (August 1974 through June 1975). National Longitudinal Study of the High School Class of 1972. Final Report. ED 161 919

School File Documentation. National Longitudinal Study of the High School Class of 1972. ED 161 920

Validation of an Item Classification Scheme for a Student Rating Item Catalog. ED 161 883

Questions

The Influence of the Form of the Question on the Eyewitness Testimony of Preschool Children. Papers and Reports on Child Language Development, No. 12. ED 161 297

Race

Ethnicity, Race and Human Development; A Report on the State of Our Knowledge. ED 161 964//

Moving Closer: An Ethnography of a Southern Desegregated School. ED 161 969

Racial Attitudes

Multiculturalism and Ethnic Attitudes in Canada. ED 162 029//

Racial Balance

White Flight, Demographic Transition, and the Future of School Desegregation. ED 162 000

Racial Characteristics

Children's Monetary Evaluations of Body Parts as a Function of Sex, Grade, and Race. ED 160 946

Racial Differences

An Epidemiological Study of School Achievement: Implications for Theory and Research. ED 161 561

Race and Sex Effects in the Conformity Behavior of Children. Occasional Paper Number 14. ED 162 044

Racial Discrimination

Black Employment in Kentucky State Agencies, Seventh Report. An Analysis of Job Levels, Salaries and Hiring Patterns as of November, 1975. ED 161 974

Equal Pay for Equal Qualifications? A Model for Determining Race or Sex Discrimination in Salaries. AIR Forum Paper 1978. ED 161 356

The Quest for Equal Employment Opportunity in Oklahoma State Government. A Report Prepared by the Oklahoma Advisory Committee to the United States Commission on Civil Rights. ED 162 011

Racial Factors

The Consequences of Objective Reporting: The Case of Redlining'' in Hartford. ED 161 037

School Desegregation: Outcomes for Children. Findings in Search of a Theory. ED 161 975

Racial Integration

Integration Strategies for the Nursing Profession. ED 160 860

Moving Closer: An Ethnography of a Southern Desegregated School. ED 161 969

Racially Balanced Schools

Regulations Pertaining to Section 8 of Chapter 636 of the Acts of 1974, Regarding Magnet School Facilities (Subsection 37I), and Magnet Educational Programs (Subsection 37J). ED 162 020

Racism

Advocate Counseling and Institutional Racism. ED 162 005

Cultural Conformity in Books for Children: Further Readings in Racism. ED 161 993//

Ethnic Studies in the Social Context. Series Paper No. 4. ED 161 967

Radiation

National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Radiation. ED 161 741

Radio

Mass Media: A Student's Guide to Reference Resources. ED 161 053

Scriptwriting for the Audio-Visual Media: Radio, Films, Television, Filmstrips, Slidefilms. ED 161 049//

Radio Programs

How Good Is Your Teacher? Options in Education Transcript: Program No. 134. ED 161 854

Radio Technology

Radioman 3&2. (Revised). ED 160 861

Radiomen

Radioman 3&2. (Revised). ED 160 861

Rape

Effect of Victim-Offender Relationship and Victim Resistance on Attributions of Rape. ED 160 948

Forcible Rape: Prosecutor Administrative and Policy Issues. Prosecutors' Volume III. ED 160 970

Victim Emotional Response: Effects on Social Reaction to Victims of Rape. ED 160 904

Victims of Rape. ED 160 971

RAPYHT Project

Nurturing Academic Talent in Early Childhood: Math. ED 161 529

Nurturing Academic Talent in Early Childhood: Reading. ED 161 528

Nurturing Academic Talent in Early Childhood: Science. ED 161 530

Nurturing Creative Talent in Early Childhood. ED 161 531

Nurturing Intellectual Talent in Early Childhood. ED 161 527

Nurturing Leadership Talent in Early Childhood. ED 161 532

Nurturing Psychomotor Talent in Early Childhood. ED 161 534

Nurturing Talent in the Visual and Performing Arts in Early Childhood: Art and Music. ED 161 533

Rasch Model

Invariance of Rasch Model Ability Parameter Estimates Over Different Collections of Items. ED 161 893

Rating Scales

Chi Square or K-S? That is the Question. ED 161 900

How to Make the Most Out of Course Evaluation Forms. ED 161 320

Ratings of Job Performance of Georgia Correctional Officers. ED 160 956

Reconciling the Differences: Partnerships in Teacher Preparation Programs. ED 161 071

Reaction Time

Effects of Type of Instructions on the Characteristics of an Affective Instrument. ED 161 941

Reactive Behavior

Parental Physical Abuse and Reactions to Suffering in Others. ED 160 941

Victim Emotional Response: Effects on Social Reaction to Victims of Rape. ED 160 904

Readability

Item Sampling From Finite Domains of Written Discourse. ED 161 934

Reading in the Content Areas: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' January through June 1978 (Vol. 38 Nos. 7 through 12). ED 160 995

Readability Formulas

Time-Saving Tables for Computing the Spache Revised Readability Formula. ED 160 983

Reader Response

Reader Expectations and the Poetic Line. ED 161 054

Readiness

Teachers' Manual for Career Education: Instilling Readiness for Decision-Making. ED 160 798

Reading

Bloodied and Beaten, Perhaps, But the Printed Word Lives. ED 161 452

Teachers' Concerns and Conceptions of Reading and the Teaching of Reading: A Literature Review. Occasional Paper No. 1. ED 161 018

Reading Ability

On the Differential Transfer of Abilities to Reading. ED 160 987

A Psycholinguistic Description of Selected Deaf Children Reading in Sign Language. ED 160 994

Reading Achievement

Language Games-An Important Component of the Reading Program. ED 160 977

Learning to Read in Different Languages-Universals and Specifics. ED 160 988

Reading Achievement: Characteristics Associated with Success and Failure: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' July through September 1978 (Vol. 39 Nos. 1 through 3). ED 161 015

Reading Instruction: Preschool and Elementary: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' April through June 1978 (Vol. 38 Nos. 10 through 12). ED 161 007

Reading Instruction: Preschool and Elementary: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' July through September 1978 (Vol. 39 Nos. 1 through 3). ED 161 016

A Short History of Sentence Combining: Its Limitations and Use. ED 161 079

The Wide Range Achievement Test and the Peabody Individual Achievement Test: A Comparative Study. ED 160 982

Reading Attitudes

Reading Instruction: The Affective Domain Measuring Affective Growth in Reading.'' ED 160 990

Reading Comprehension

Adolescents' Understanding of Logical Connectives in a Sentence Memory Task. ED 161 001

Alternative Outcomes of Reading Comprehension: New Verbal Strategies. ED 160 992

A Cognitive Model of Reading for Elementary School Students. ED 160 973

Empirical Study of Reading and Comprehension as a Function of CRT Display. ED 161 002

Improving Children's Prose Comprehension: Selected Strategies That Seem to Succeed. Theoretical Paper No. 72. ED 160 975

A Psycholinguistic Description of Selected Deaf Children Reading in Sign Language. ED 160 994

Reading, Comprehension, and Memory Processes: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' July through September 1978 (Vol. 39 Nos. 1 through 3). ED 161 010

Reading Instruction: Preschool and Elementary: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' April through June 1978 (Vol. 38 Nos. 10 through 12). ED 161 007

Reading in the Content Areas: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' January through June 1978 (Vol. 38 Nos. 7 through 12). ED 160 995

Vocabulary and Reading Comprehension: Instructional Effects. Technical Report No. 100. ED 160 999

Reading Consultants

Guidelines for the Professional Preparation of Reading Teachers. ED 161 006

Reading Development

Nurturing Academic Talent in Early Childhood: Reading. ED 161 528

Reading Difficulty

Communication Problems of Learning Disabled Children. ED 161 220

Incidence and Correlates of Illiteracy in Irish Primary Schools. ED 160 976

Learning Disabilities with Emphasis on Reading: An Annotated Bibliography. ED 161 012

Perception and Retention in Children's Reading. Final Report. ED 160 981

Stimulated Reading for Disfluent Elementary Readers. ED 160 984

A Study of Reading Errors Using Goodman's Miscue Analysis and Cloze Procedure. ED 160 980

Reading Habits

Reading Instruction: The Affective Domain Measuring Affective Growth in Reading.'' ED 160 990

Reading Improvement

Reading Instruction: Preschool and Elementary: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' April through June 1978 (Vol. 38 Nos. 10 through 12). ED 161 007

Stimulated Reading for Disfluent Elementary Readers. ED 160 984

Reading Instruction

Alternative Outcomes of Reading Comprehension: New Verbal Strategies. ED 160 992

Description of the KEEP Reading Curriculum, 1975-76. Technical Report No. 43. ED 161 021

Developing a Research-Based Language/Reading Program. ED 160 974

Guidelines for the Professional Preparation of Reading Teachers. ED 161 006

An Implementation of a Functional Reading Program. ED 161 017

Improving Children's Prose Comprehension: Selected Strategies That Seem to Succeed. Theoretical Paper No. 72. ED 160 975

International Reading Association 1977-1978 Annual Report. ED 161 011

Language Games-An Important Component of the Reading Program. ED 160 977

Literature, Literary Values, and the Teaching of Literature: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' August and September 1978 (Vol. 39 Nos. 2 and 3). ED 161 089

Oral Reading Observation System Observer's Training Manual. ED 161 019

Reading Instruction: Preschool and Elementary: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' April through June 1978 (Vol. 38 Nos. 10 through 12). ED 161 007

Reading Instruction: Preschool and Elementary: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' July through September 1978 (Vol. 39 Nos. 1 through 3). ED 161 016

Reading Instruction: Secondary: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' January through June 1978 (Vol. 38 Nos. 7 through 12). ED 160 997

SCDC Spanish Curricula Units. Language Arts Strand, Unit 8, Grade 3, Teacher's Guide Multi-Ethnic Edition. ED 161 656

Teachers' Concerns and Conceptions of Reading and the Teaching of Reading: A Literature Review. Occasional Paper No. 1. ED 161 018

Theme: Basic/Survival Reading Skills. ED 161 013

Reading Interests

Reading Instruction: The Affective Domain Measuring Affective Growth in Reading.'' ED 160 990

The Relative Importance of Four Narrative Factors in the Reading Interests of Male and Female Adolescents in Grades Ten through Twelve. ED 160 993

Theme: Basic/Survival Reading Skills. ED 161 013

Reading Materials

An Advanced Reader in Chinese Sociology-Anthropology. ED 161 283//

An Advance Reader in Chinese Art History. ED 161 284//

Motivating Linguistic Minorities for Reading through Local Authorship. ED 160 996

Reading in the Content Areas: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' January through June 1978 (Vol. 38 Nos. 7 through 12). ED 160 995

Toward Reassessment of the Principles Underlying Choice of Vocabulary and Reading Selections in Developmental Reading Programs for the Elementary School. ED 160 989

Reading Processes

Adolescents' Understanding of Logical Connectives in a Sentence Memory Task. ED 161 001

A Psycholinguistic Description of Selected Deaf Children Reading in Sign Language. ED 160 994

Study Skills and Learning Strategies. Technical Report No. 104. ED 161 000

Reading Programs

Description of the KEEP Reading Curriculum, 1975-76. Technical Report No. 43. ED 161 021

An Implementation of a Functional Reading Program. ED 161 017

The Kentucky Standards of Excellence for Reading Programs. ED 160 985

Program-Fair Evaluation of Instructional Programs: Initial Results of the Kindergarten Reading Readiness Inquiry. ED 161 519

20 Year Collective Index to the Journal of Reading'' (1957-1977). ED 161 014

Reading Rate

Empirical Study of Reading and Comprehension as a Function of CRT Display. ED 161 002

Reading Readiness

Program-Fair Evaluation of Instructional Programs: Initial Results of the Kindergarten Reading Readiness Inquiry. ED 161 519

Reading Research

Adolescents' Understanding of Logical Connectives in a Sentence Memory Task. ED 161 001

Alternative Outcomes of Reading Comprehension: New Verbal Strategies. ED 160 992

Bilingual, Bicultural, and Bidialectal Studies Related to Reading and Communication Skills: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' July through October 1978 (Vol. 39 Nos. 1 through 4). ED 161 083

A Cognitive Model of Reading for Elementary School Students. ED 160 973

A Comparison of Reading Miscues and Writing Miscues. ED 161 009

Empirical Study of Reading and Comprehension as a Function of CRT Display. ED 161 002

Improving Children's Prose Comprehension: Selected Strategies That Seem to Succeed. Theoretical Paper No. 72. ED 160 975

Learning Disabilities with Emphasis on Reading: An Annotated Bibliography. ED 161 012

Learning to Read in Different Languages-Universals and Specifics. ED 160 988

On the Differential Transfer of Abilities to Reading. ED 160 987

Perception and Retention in Children's Reading. Final Report. ED 160 981

Production Deficiency of Labeling Skills in a Prereading Letter Discrimination Task. Technical Report No. 37. ED 161 020

Reading Achievement: Characteristics Associated with Success and Failure: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' July through September 1978 (Vol. 39 Nos. 1 through 3). ED 161 015

Reading, Comprehension, and Memory Processes: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' July through September 1978 (Vol. 39 Nos. 1 through 3). ED 161 010

Reading Instruction: Preschool and Elementary: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' July through September 1978 (Vol. 39 Nos. 1 through 3). ED 161 016

Reading Instruction: Secondary: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' January through June 1978 (Vol. 38 Nos. 7 through 12). ED 160 997

Reading in the Content Areas: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' January through June 1978 (Vol. 38 Nos. 7 through 12).
ED 160 995

The Relative Importance of Four Narrative Factors in the Reading Interests of Male and Female Adolescents in Grades Ten through Twelve.
ED 160 993

Sentence Combining and Reading.
ED 161 080

Stimulated Reading for Disfluent Elementary Readers.
ED 160 984

A Study of Reading Errors Using Goodman's Miscue Analysis and Cloze Procedure.
ED 160 980

Testing and Evaluation in Reading: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' May through September 1978 (Vol. 38 No. 11 through Vol. 39 No. 3).
ED 161 005

Text Annotation: A Technique for Facilitating Knowledge Integration.
ED 161 086

Vocabulary and Reading Comprehension: Instructional Effects. Technical Report No. 100.
ED 160 999

20 Year Collective Index to the Journal of Reading'' (1957-1977).
ED 161 014

Reading Skills

Alternative Outcomes of Reading Comprehension: New Verbal Strategies.
ED 160 992

Aspects of Communicative Competence: The Effect of Situation upon the Oral Language of Adults with Different Reading and Writing Proficiencies.
ED 161 023

Behavioral Objectives: Elementary Reading. Revised.
ED 161 008

An Implementation of a Functional Reading Program.
ED 161 017

Incidence and Correlates of Illiteracy in Irish Primary Schools.
ED 160 976

Oral Reading Observation System Observer's Training Manual.
ED 161 019

Reading Instruction: Preschool and Elementary: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' April through June 1978 (Vol. 38 Nos. 10 through 12).
ED 161 007

The Response of Sixth-Grade Readers to Selected Children's Literature with Special Reference to Moral Judgment.
ED 161 004

Stimulated Reading for Disfluent Elementary Readers.
ED 160 984

A Study of Reading Errors Using Goodman's Miscue Analysis and Cloze Procedure.
ED 160 980

Theme: Basic/Survival Reading Skills.
ED 161 013

Using Instructional Television Videocassettes as an Alternative Supplement to the Reading and Mathematics Instruction in Albert Sidney Johnston Elementary School.
ED 161 404

Reading Tests

Testing and Evaluation in Reading: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' May through September 1978 (Vol. 38 No. 11 through Vol. 39 No. 3).
ED 161 005

Real Estate

Analysis of Income/Commercial Real Estate Transactions.
ED 161 462

Realistic Parenting Skills Program

Field Testing of Realistic Parenting Skills.
ED 161 546

Recall (Psychological)

A Developmental Study of the Retention of Narrative Material. Final Report.
ED 160 978

A Study of Cued Free Recall Learning among Rural Hawaiian Children Using Standardized Norms. Technical Report No. 71.
ED 161 022

Recordkeeping

Analysis of Factors Related to Attitudes toward Supervised Occupational Experience Program Record Keeping among Agricultural Education Undergraduates at Iowa State University.
ED 160 775

Planning an Information System for a Small College. AIR Forum Paper 1978.
ED 161 382

Records (Forms)

Workshop Leaders's Guide. To Accompany: Program Evaluation Skills for Busy Administrators.
ED 161 888

Recreational Activities

Leisure Exploration Service, Southern Illinois University, Carbondale, Illinois.
ED 160 928

Recruitment

National Indian Health Board Position on Indian Preference.
ED 161 580

Reduction in Force

The Impact of Proposition 13 on Community Services for California Community Colleges.
ED 161 480

1979-80 Budget Process. Phase I: Educational Programs. Procedures Manual.
ED 161 487

Reference Materials

Agriculture & Agronomy: A Dissertation Bibliography.
ED 161 666

A Bibliography of Environmental Education for Elementary and Secondary Teachers.
ED 161 689

Computer Science: A Dissertation Bibliography.
ED 161 668

Computer Science: A Dissertation Bibliography - Supplement One.
ED 161 669

Ecology and the Environment: A Dissertation Bibliography.
ED 161 665

Finding Information in the Library: A Guide to Reference Sources for Rochelle High School Students. Second Edition.
ED 161 460

Health Sciences: A Dissertation Bibliography.
ED 161 664

Science Education: A Dissertation Bibliography.
ED 161 667

Student Activity Workbook for Use with Finding Information in the Library.
ED 161 461

Referral

Contracting for Correctional Services in the Community. Volume I: Summary.
ED 160 762

Regional Continuing Education for Women

A Report to the Fund for the Improvement of Postsecondary Education on the Regional Continuing Education for Women Program.
ED 160 759

Regional Planning

Development of a Regional Manpower Information System. Research and Development Project. Final Report.
ED 160 766

A Guide for Teaching Regional Environmental Planning. Final Report of Project - Inservice Personnel Development: Regional Environmental Planning Workshops for Tri-County Secondary School Teachers.
ED 161 754

Regional Programs

Study of Vocational Education Involvement with Apprenticeship Programs in Illinois. Executive Summary.
ED 160 805

Rehabilitation Programs

Violent Youth: Who Are They, Where Do They Belong?
ED 160 958

Reinforcement

Changes in Personality Impressions Formed by Status-Oriented Individuals who Differ in Need-for-Social Approval (NA) or Locus-of-Control Reinforcement.
ED 160 937

Sex Differences in Classroom Participation.
ED 160 911

Relationship

Ethnic and Class Bias in Teacher Expectations of Junior High School Students: A Test of the Bowles and Gintis Thesis.
ED 161 821

Stages of Courtship: The Development of Premarital Relationships.
ED 160 964

Relevance (Education)

A Comparative Study of the First Full-Time Job and Salary After Graduation for Selected Vocational/Technical/Professional Business Graduates from High School, Two-Year Colleges, and Four-Year Colleges. AIR Forum Paper 1978.
ED 161 343

Competency-Based Education and the World of Work.
ED 160 730

Geographers as Planners: What Skills Does the Job Require.
ED 161 806

Remarks: What Parents Ought to Know/Be Told About Our Schools''.
ED 161 899

Relevance (Information Retrieval)

Community Surveys: Grassroots Approaches. Keys to Community Involvement Series: 13.
ED 161 129

Finding the Right'' Information: A Search Strategy. Keys to Community Involvement Series: 12.
ED 161 128

Reliability

Coder Drift: A Reliability Problem for Teacher Observations.
ED 161 897

Identification of Predictors of Coding Performance: Selecting Subjects to be Trained to Use Observation Systems.
ED 161 898

Religion

Geography of the Bible as an Academic Subject in Geography.
ED 161 811

Thanksgiving Address of the North American Indian Ohenton Kariwatehkwen.
ED 161 576//

Religious Factors

Christian Voices on World Order. The Whole Earth Papers, Vol. 1, No. 10.
ED 161 796

Remedial Mathematics

Learning Activity Packets for Minimal Mathematics Competencies in Vocational Education. Exemplary Project in Vocational Education Conducted under Public Law 90-576, Section 132 of P.L. 94-482. Final Report.
ED 160 830

Remedial Programs

Cognitive Remediation of Blind Students. Final Report.
ED 161 233

High Risk Students in the Community College: A Paired Study.
ED 161 469

Reports

Environmental Education and Outdoor Recreation. 1978 Nationwide Outdoor Recreation Plan. Task Force Report.
ED 161 698

Evaluation as Story: The Narrative Quality of Educational Evaluation.
ED 161 924

Rescue

Maryland Fire-Rescue Education and Training System. Organizational Design.
ED 160 832

Research

The Development and Evaluation of an Interdisciplinary Cognitive-Affective Approach to General Education Mathematics.
ED 161 766

Language Arts Skills and Instruction: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' January through June 1978 (Vol. 38 Nos. 7 through 12).
ED 161 081

A Manpower Policy for Primary Health Care: Report of a Study.
ED 161 768

Status Report on Speech Research: A Report on the Status and Progress of Studies on the Nature of Speech, Instrumentation for Its Investigation, and Practical Applications, April 1-June 30, 1978.
ED 161 096

A Study of Library Cooperatives, Networks and Demonstration Projects. Final Report. Volume I: Findings and Recommendations.
ED 161 405

Research and Development Centers

Research, Development and Demonstration Center in Education of Handicapped Children. Final Report.
ED 161 201

Research Criteria

Report of a Seminar on Field Research Methods in Education. Conference Series No. 2.
ED 161 860

Research Design

Communication Problems of Learning Disabled Children.
ED 161 220

Control Test Items: A Baseline Measure for Evaluating Achievement.
ED 161 923

Report of a Seminar on Field Research Methods in Education. Conference Series No. 2.
ED 161 860

Why Do We Need a Control Group? Why Should We Randomize? Some Answers for Evaluative Researchers.
ED 160 924

Research Methodology

Applying Experimental Designs to Large-Scale Program Evaluation. Research Paper No. 2.
ED 161 676

Community Survey on the Status of Women. 2nd Edition.
ED 160 739

Competency Based Curriculum for Agricultural Occupations Programs Phase I Developing an Occupational Matrix and Completing a Job Title Purposive Study. Final Report.
ED 160 820

Data Collection Activities for the Second Follow-Up (August 1974 through June 1975). National Longitudinal Study of the High School Class of 1972. Final Report.
ED 161 919

An Evaluation of Ascertainment Data Collection Methods Appropriate to Rural Areas. Final Report.
ED 161 410

An Evaluation of Three Basic Designs for Studying Attrition. AIR Forum Paper 1978.
ED 161 358

The Filipinos in Mountain View, California: A Census Type, Socioeconomic Survey.
ED 161 995

First Follow-Up Survey. Final Methodological Report. Longitudinal Studies of Educational Effects. National Longitudinal Study of the High School Class of 1972.
ED 161 921

A Meta-Analysis of Selected Advance Organizer Research Reports from 1960-1977.
ED 161 755

Method Dependent Opinion Leadership: Implications for Ascertainment of Black Community Needs for Public Television Stations.
ED 161 409

Methodological Issues in Studying Symbolic Play.
ED 161 547

Psychometrics, Mathematical Psychology, and Cognition: Confessions of a Closet Psychometrician. Technical Report No. 10.
ED 161 958

Report of a Seminar on Field Research Methods in Education. Conference Series No. 2.
ED 161 860

Research Perspectives on the Transition from School to Work. Report of a European Contact Workshop Organised by the Institute of Education (ECF) under the Auspices of the Council of Europe with the Participation of the Commission of the European Communities, Brugge, July 1977.
ED 160 760//

Research Needs

Analysis of a Major Body of Institutional Research Studies Conducted in the Northeast, 1972-1977: Implications for Future Research.
ED 161 328

Balancing Computer Resources with Institutional Needs. AIR Forum Paper 1978.
ED 161 338

Cognitive Mapping,'' Learning Styles,'' and Sensory Modality Preferences'' as Factors in Individualized Instruction: A Position Paper on the As Yet Largely Untapped Research Potential of Integrated Information Systems when Combined with Educational Technology.
ED 161 407

How Young People Find Career-Entry Jobs: A Review of the Literature.
ED 160 821

Legal and Legislative Implications of Competency-Based Education. Paper No. 5, Series of 6.
ED 160 729

An Overview of Rural Health Care Research.
ED 161 604

Pedagogy and Competency-Based Education. Paper No. 3, Series of 6.
ED 160 731

Report from the United States: The Privacy Act of 1974 and the Social Sciences Need for Access to Data.
ED 161 785

Research Opportunities

Concerns of Women in Educational Research and Development at Three Stages of Professional Development: Student Years, Early Postdoctoral Years, and Intermediate Professional Years. Research Memorandum.
ED 161 317

A Guide to Federal Funding in the Biological Sciences.
ED 161 693

Research Challenges and Opportunities. Paper from the Conference on Expanding the Role of Women in the Sciences (New York, New York, March 6-8, 1978).
ED 161 691

Research Problems

Bias Resulting from Nonresponse: Methodology and Findings, Revised. Technical Report on NLS Base-Year Estimates.
ED 161 918

An Evaluation of Three Basic Designs for Studying Attrition. AIR Forum Paper 1978.
ED 161 358

Problems of Conducting Research in Organizations: The Case of Police Departments.
ED 160 940

Research Perspectives on the Transition from School to Work. Report of a European Contact Workshop Organised by the Institute of Education (ECF) under the Auspices of the Council of Europe with the Participation of the Commission of the European Communities, Brugge, July 1977.
ED 160 760//

Research Projects

Annual Report on State Research Coordinating Unit Activities for the Period October 1, 1976-September 30, 1977. Fiscal Year 1977.
ED 160 771

Precision Communication: Interactive Computer Applications in Data-Based Public Relations Programs.
ED 161 031

Sam A Story Understander. Research Report No. 43.
ED 161 024

Research Reports

The Effects of Locus of Control and Method of Presentation on Pre-Service Teacher's Achievement.
ED 161 769

Scientific Concept Learning in Children Subsequent to A-T Instruction: The Effect of Prior Knowledge on Resulting Cognitive Structure.
ED 161 770

Research Reviews (Publications)

Communication Problems of Learning Disabled Children.
ED 161 220

An Overview of Rural Health Care Research.
ED 161 604

Social Science and Historical Materials on the Asian American Experience.
ED 162 033

Research Skills

FEHR-Practicum: A Computer [illegible] Approach to Teaching Research and Evaluation Methods.
ED 161 935

Using Research Methods in Elementary and Middle School Social Studies Classes.
ED 161 815

Research Tools

Precision Communication: Interactive Computer Applications in Data-Based Public Relations Programs.
ED 161 031

Research Utilization

Research and Development Needs for the Advancement of Teacher Education. Research Series No. 8.
ED 161 859

Residential Centers

Hinterbrand Lodge Outdoor Education Center. Program Information.
ED 161 578

Residential Patterns

The Consequences of Objective Reporting: The Case of Redlining'' in Hartford.
ED 161 037

Resource Allocations

Adequacy of Budget Formulas for Balancing Institutional Needs and Resources in Non-Growth Periods. AIR Forum Paper 1978.
ED 161 333

Compensatory Education Study. Final Report to Congress from the National Institute of Education.
ED 161 996

Critical Mass Academic Planning. AIR Forum Paper 1978.
ED 161 348

Departmental Productivity; An Assessment of Current Efforts. AIR Forum Paper 1978.
ED 161 350

A Faculty Salary Resource Allocation Model for Balancing Salary Needs with Resources. AIR Forum Paper 1978.
ED 161 360

Linking Academic Priorities to Resource Decisions. AIR Forum Paper 1978.
ED 161 373

The Neo-Conservative Critique of National Educational Policy: A Revision of the Revisionists.
ED 161 132

A Theoretical Framework for Educational Output Measurement. AIR Forum Paper 1978.
ED 161 398

Resource Centers

The Educational Environment. Leader's Handbook .
ED 160 854

Final Technical Report of the California Learning Resource Center. September 1, 1974 Through May 31, 1977.
ED 161 232

Final Technical Report of the Pennsylvania Area Learning Resource Center. September 1, 1974 Through May 31, 1977.
ED 161 231

Final Technical Report of the Pennsylvania Regional Resource Center. June 1, 1974 Through May 31, 1977.
ED 161 230

Greenwood Career Education Project. Final Project Performance Report.
ED 160 800

Resource Guides

Alaska's Youth: Needs Assessment and Resource Inventory.
ED 161 195

Mass Media: A Student's Guide to Reference Resources.
ED 161 053

Memos and Resource Lists from ERIC/ECE: 1978.
ED 161 520

On Campus With Women.
ED 162 036

People* Working . . . *Especially Women . . . A Book of Materials, Activities, and Ideas for the Classroom Teacher.
ED 162 025

P.L. 94-142 Not Just a Law - A Darn Good Idea'' A Resource Packet for Use in the Conference: Advancing the Handicapped and School Administration.
ED 161 188

Resources for Schools: Multicultural Education.
ED 161 445

Sourcebook for Sex Equality: Small Presses. An Annotated Listing of Small Presses and Alternative Sources for Books and Media. Bibliographic Series, 1.
ED 162 023

A Source Book for Taxation: Myths and Realities.
ED 161 782

Resource Materials

Bibliography of Multi-Ethnic and Sex-Fair Resource Materials.
ED 162 007

A Coloring Book of Contributions from the Original People of the Americas.
ED 161 575//

Creative Writing in the Classroom: An Annotated Bibliography of Selected Resources (K-12).
ED 161 038

Fair Play. A Bibliography of Nonstereotyped Materials. Volume II.
ED 162 022

Sourcebook for Sex Equality: Small Presses. An Annotated Listing of Small Presses and Alternative Sources for Books and Media. Bibliographic Series, 1.
ED 162 023

Winter Outdoor Education Activities: Snowshoes and Exploring the Winter Environment.
ED 161 579

Response Mode

The Effect of Varying Response-Mode Formats on Responses to Affective Measures.
ED 161 895

The Response of Sixth-Grade Readers to Selected Children's Literature with Special Reference to Moral Judgment.
ED 161 004

What to Say'' and What Not to Say'' to the Sudden Infant Death Syndrome Parent.
ED 161 111

Response Style (Tests)

The Effect of Choice Format on Internal Consistency.
ED 161 940

The Effect of Varying Response-Mode Formats on Responses to Affective Measures.
ED 161 895

Effects of Type of Instructions on the Characteristics of an Affective Instrument.
ED 161 941

Retarded Children

Phonological Production and Perception in Verbal Autistic, Normal, and Mentally Retarded Subjects. Papers and Reports on Child Language Development, No. 12.
ED 161 300

Retarded Readers

On the Differential Transfer of Abilities to Reading.
ED 160 987

Retention

A Developmental Study of the Retention of Narrative Material. Final Report.
ED 160 978

Retrenchment

Adequacy of Budget Formulas for Balancing Institutional Needs and Resources in Non-Growth Periods. AIR Forum Paper 1978.
ED 161 333

The Impact of Proposition 13 on Community Services for California Community Colleges.
ED 161 480

Institutional Responses to Forced Budget Reductions.
ED 161 478

Review of Academic Degree Programs: Striving to Keep Higher Education Viable in a Time of Limited Resources. AIR Forum Paper 1978.
ED 161 390

Review (Reexamination)

Basic Mathematics Review. Information Sheets and Worksheets for Apprentice and Vocational Students. Revised to Meet 1975 Electrical Code.
ED 160 876

Rhetoric

Burkeian Invention, from Pentad to Dialectic.
ED 161 029

Communication Arts in the Ancient World.
ED 161 108//

Discourse Functions of Inversion Constructions. Technical Report No. 98.
ED 160 998

The Phaedrus,'' Perelman, and the Groundwork for a Theory of Composition.
ED 161 033

Speech Communication and Communication Processes: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' April and May 1978 (Vol. 38 Nos. 10 and 11).
ED 161 109

Speech Communication and Communication Processes: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' June through July 1978 (Vol. 38 No. 12 through Vol. 39 No. 1).
ED 161 107

Rhetorical Criticism

Burkeian Invention, from Pentad to Dialectic.
ED 161 029

The Phaedrus,'' Perelman, and the Groundwork for a Theory of Composition.
ED 161 033

Rhetorical Invention

Burkeian Invention, from Pentad to Dialectic.
ED 161 029

Rice Arizona Elementary School District

Evaluation Title IV Program Indian Education Act. Rice School District No. 20, San Carlos, Arizona.
ED 161 572

Risk Students

Minor Physical Anomalies and Language and Behavior of Selected Two-Year Old Children. Final Report.
ED 161 227

RMC Models

An Empirical Investigation of the ESEA Title I Evaluation Systems' Proposed Variance Estimation Procedures for Use With Criterion Referenced Tests.
ED 161 914

Role Models

Hypatia's Sisters: Biographies of Women Scientists - Past and Present.
ED 161 729

Role Models and Career Salience in Older Female College Students in Psychology.
ED 160 935

Role Perception

The Broverman Study Revisited: Implications of Androgyny.
ED 160 920

Managing Change. Penney's Forum, Fall/Winter 1978.
ED 161 810

Perceived Blockages in the Occupational Attainment of Southern Black Youth.
ED 162 010

Responsibility for Educational Tasks: Role Perceptions in West Virginia.
ED 161 847

What Happens After Arrest? A Court Perspective of Police Operations in the District of Columbia.
ED 160 925

What's in a Name?
ED 160 919

Role Playing

The Effects of Role Playing in Elementary School Classrooms on Children with Low Sociometric Status. Final Report 50.3.
ED 161 837

The Only Pre-Writing'' That Counts Motivation.
ED 161 039

Role Playing as an Imaginative Experience for Language Growth.
ED 161 524

Role Theory

Situation or Person? Toward a Psychosocial Role-Theoretical Approach to Personality.
ED 160 923

Roosevelt University IL

Self-Study Report by Roosevelt University on the Impact of Government Programs and the Cost of Compliance With Government Regulations for the Sloan Commission on Government and Higher Education.
ED 161 306

Runaways

Leaving Home: Family Relationships of the Runaway.
ED 161 176

Running

Hamstring Injuries An Examination of Possible Causes.
ED 161 840

Rural Areas

An Evaluation of Ascertainment Data Collection Methods Appropriate to Rural Areas. Final Report.
ED 161 410

An Overview of Rural Health Care Research.
ED 161 604

Poverty and the Distribution of Mental Health Resources: Rural-Urban Comparisons. Scientific Article No. A2748, Contribution No. 5508 of the Maryland Agricultural Experiment Station.
ED 161 601

The School Consultant As Teacher: Preventive Mental Health Curriculum in a Rural Public High School.
ED 160 949

Yadkin Valley Early Childhood Creative Library Project. Final Summary Report.
ED 161 550

Rural Development

Annual Progress Report, 1978. Southern Rural Development Center, Mississippi State University. SRDC Series Publication No. 28.
ED 161 603

Education for International Development: Problems for Planned Change. A Presentation in the College of Education Dialogue Series, New Mexico State University.
ED 161 598

Partnership for Rural Improvement. Annual Report, 1977-78 for the W.K. Kellogg Foundation, Battle Creek, Michigan.
ED 161 571

Rural Education

An Alternative Pattern of Basic Education: Radio Santa Maria. A Study Prepared for the Unesco Institute for Education in Collaboration with the International Educational Reporting Service. An International Bureau of Education Series: Experiments and Innovations in Education, No. 30.
ED 160 768//

Education for International Development: Problems for Planned Change. A Presentation in the College of Education Dialogue Series, New Mexico State University.
ED 161 598

Rural Cultural Houses (A New Approach to Rural Youth Work in Iran).
ED 161 565

Rural Extension

Evaluation in Extension.
ED 161 885

Rural Farm Residents

Farm Population Estimates for 1977. Rural Development Research Report No. 4.
ED 161 607

Rural Population

Urban and Rural Population Change in Wisconsin Counties, 1960 to 1975. Population Series 70-9.
ED 161 602

Rural Schools

Growing Up American; Schooling and the Survival of Community.
ED 161 577//

Rural Urban Differences

Poverty and the Distribution of Mental Health Resources: Rural-Urban Comparisons. Scientific Article No. A2748, Contribution No. 5508 of the Maryland Agricultural Experiment Station.
ED 161 601

Rural Youth

A Charter for Improved Rural Youth Transition.
ED 161 568

Growing Up American; Schooling and the Survival of Community.
ED 161 577//

Rural Cultural Houses (A New Approach to Rural Youth Work in Iran).
ED 161 565

Russian Literature

Love's Pain: Anna Akhmatova and Sexual Politics.
ED 161 045

Saari (Donald G)

Some Instructional Implications from a Mathematical Model of Cognitive Development.
ED 161 927

Safety Education

Safety Standards Plan for Middlesex County Vocational & Technical High Schools.
ED 160 866

To Prevent Harm.
ED 160 751

Salaries

A Comparative Study of the First Full-Time Job and Salary After Graduation for Selected Vocational/Technical/Professional Business Graduates from High School, Two-Year Colleges, and Four-Year Colleges. AIR Forum Paper 1978.
ED 161 343

Salary Differentials

Equal Pay for Equal Qualifications? A Model for Determining Race or Sex Discrimination in Salaries. AIR Forum Paper 1978.
ED 161 356

A Faculty Salary Resource Allocation Model for Balancing Salary Needs with Resources. AIR Forum Paper 1978.
ED 161 360

A Method for Monitoring University Faculty Salary Policies for Sex Bias. AIR Forum Paper 1978.
ED 161 378

The Relationship Between Program Cost and Economic Return: The Case of One Public University. AIR Forum Paper 1978. ED 161 387
Sexual Stratification in the Workplace: Male-Female Differences in Economic Returns to Occupation. ED 160 826

Sample Size
Item Sampling From Finite Domains of Written Discourse. ED 161 934

Sampling
An Examination of Sampling Characteristics of Some Analytic Factor Transformation Techniques. ED 161 891
Item Sampling From Finite Domains of Written Discourse. ED 161 934
Observation Procedure, Observation Gender, and Behavior Valence as Determinants of Sampling Error in a Behavior Assessment Analogue. ED 160 918

Sampling Error
Observation Procedure, Observation Gender, and Behavior Valence as Determinants of Sampling Error in a Behavior Assessment Analogue. ED 160 918

Scheduling
University Support Systems Necessary to Implement Institutional Change. AIR Forum Paper 1978. ED 161 400

Scholarly Journals
On Getting Published: An Editor's Perspective. ED 161 102

School Accounting
Alabama Vocational Management Information System. Final Report. ED 160 888
Space Costing in Colleges and Universities. AIR Forum Paper 1978. ED 161 393

School Administration
An Experiment on Social Information Processing Among Teachers. Report No. 243. ED 161 846

School Attitudes
The Affective Reporting System. ED 161 961

School Based Budgeting
Implementation of Decentralized School Budgeting. ED 161 148

School Buildings
A System of Criteria for Evaluating Elementary School Buildings. ED 161 144

School Calendars
Traditional vs. Non-Traditional Calendar: A Case Analysis of Faculty, Students and Administrative Opinions in a Medium-Sized Public Community College. Report 78-79-02. ED 161 491
University Support Systems Necessary to Implement Institutional Change. AIR Forum Paper 1978. ED 161 400

School Closing
Small Schools and Combined Grades in Finland. Information Bulletin No 3, 1978. ED 161 564
A System of Criteria for Evaluating Elementary School Buildings. ED 161 144

School Community Cooperation
A Charter for Improved Rural Youth Transition. ED 161 568
Day Care and the Public Schools: Profiles of Five Communities. ED 161 526//
Planning Urban Education: New Ideas and Techniques to Transform Learning in the City. ED 161 984//
Significant Developments in School/Community Interactions. Urban Education: Progress Toward Renewal and Reform. ED 161 986

School Community Programs
The School Consultant As Teacher: Preventive Mental Health Curriculum in a Rural Public High School. ED 160 949
Significant Developments in School/Community Interactions. Urban Education: Progress Toward Renewal and Reform. ED 161 986

School Community Relationship
Access and Legitimacy in School-Community Relations. ED 161 162
Growing Up American; Schooling and the Survival of Community. ED 161 577//
Quality and Relevance in Teacher Education. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5. ED 161 253//
Responding to Today's Issues. The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9. ED 161 260//
Significant Developments in School/Community Interactions. Urban Education: Progress Toward Renewal and Reform. ED 161 986

School Construction
Oversight Hearing on Facility Construction Needs in Puerto Rico. Hearing Before the Subcommittee on Postsecondary Education of the Committee on Education and Labor, House of Representatives, Ninety-Fifth Congress, Second Session. ED 161 325

School Control Structures
The Effects of School Control Structures on Teacher Perceptions of Autonomy. ED 161 164
Incremental Improvement of Career Education in Utah. Final Report. ED 160 797
Profiles of School District Performance 1976-77. A Guide to Interpretation. ED 161 881
Washington State System of Community Colleges. ED 161 479

School Environment
Nineteenth Century English Homosexual Teachers: The Up Front and Back Stage Performance. ED 161 817
SCDC Spanish Curricula Units. Spanish SL Strand, Unit 3, Grade One, Supplement & Ditto Packet. ED 161 585

School Funds
The Condition of Kentucky's Independent Colleges, 1971-72 to 1975-76. AIR Forum Paper 1978. ED 161 345
Institutional Financial Assessment: Methodology and Meaning. AIR Forum Paper 1978. ED 161 369
Oversight Hearing on Facility Construction Needs in Puerto Rico. Hearing Before the Subcommittee on Postsecondary Education of the Committee on Education and Labor, House of Representatives, Ninety-Fifth Congress, Second Session. ED 161 325
Status of Office of Education's National Direct Student Loan Funds at Selected Postsecondary Education Institutions. Report by the Comptroller General of the United States. ED 161 324

School Holding Power
Texas Student Information System Non-Returning Student Sub-System. A Follow-Up Study. ED 161 463

School Improvement
Basic Questions Asked about School Self-Renewal. ED 161 990
Excerpt from the Proposal for the National Expansion of School Self-Renewal: Activities and Requirements for Developing a National Renewal Program. Final Report. ED 161 989
High Points. ED 161 991
School Self-Renewal Assessment Summary Report. ED 161 988

School Industry Relationship
Role and Responsibility of Industry in the Professional Development of Vocational Educators. ED 160 745
Study of Vocational Education Involvement with Apprenticeship Programs in Illinois. Executive Summary. ED 160 805
Using Community-Wide Collaborative Councils for the Professional Development of Vocational Educators. ED 160 747
Working Effectively with the Community Power Structure. ED 160 746
50 Ways to Get More Out of Your Advisory Committee. ED 160 748

School Integration
Because It Is Right Educationally. A Ten-Year Report. Principles Governing Massachusetts Board of Education Integration Policy Decisions, 1965-1975. ED 162 019
An Evaluation of the Emergency School Aid Act Nonprofit Organization: Vol. II, A Description of Local Program Operations. ED 161 998
Integration Strategies for the Nursing Profession. ED 160 860
Metropolitan Planning Project, 1973-75. Final Performance Report. ED 162 002
Metropolitan Planning Project, 1975-77. Final Performance Report. ED 162 003
Metropolitan Planning Project, 1977-78. Final Performance Report. ED 161 978
Moving Closer: An Ethnography of a Southern Desegregated School. ED 161 969
Regulations Pertaining to Section 8 of Chapter 636 of the Acts of 1974, Regarding Magnet School Facilities (Subsection 37I), and Magnet Educational Programs (Subsection 37J). ED 162 020
School Desegregation: Outcomes for Children. Findings in Search of a Theory. ED 161 975
Student Rights and Discipline: Policies, Programs, and Procedures. ED 160 926
White Flight, Demographic Transition, and the Future of School Desegregation. ED 162 000

School Libraries
Creative Activities with Children's Periodicals. ED 161 441
Criteria for Modern School Library Media Programs. ED 161 440
Facts About Maryland's School Library Media Programs, 1976-77. ED 161 459
Finding Information in the Library: A Guide to Reference Sources for Rochelle High School Students. Second Edition. ED 161 460
Guidelines for the Consolidation of School Libraries. ED 161 458
Resources for Schools: Multicultural Education. ED 161 445

School Mathematics Study Group
Probability for Primary Grades, Student Text. Revised Edition. ED 161 748
Probability for Primary Grades, Teacher's Commentary. Revised Edition. ED 161 749
Educational Planning for the Gifted. Overcoming Cultural, Geographic and Socioeconomic Barriers ED 161 173

School Policy
The Effects of School Control Structures on Teacher Perceptions of Autonomy. ED 161 164
Identifying and Reporting Child Abuse: A Model Policy and Rules. ED 161 196
Procedures for Developing Policy for Nursery Schools and Day Care Centers: Educational Policy Systems. ED 161 549

School Readiness Tests
Factor Analysis of Cognitive, Behavioral, Socioeconomic And Related Characteristics of Prekindergarten Children. Technical Paper #16. ED 161 917
Predicting Second Grade Achievement Scores with the Slosson Intelligence Test, Peabody Picture Vocabulary Test, Goodenough-Harris Drawing Test, Developmental Test of Visual Motor and the Metropolitan Readiness Test. ED 161 932

School Redistricting
Guidelines for the Consolidation of School Libraries. ED 161 458

School Registration
A Comparison of the College's Mail and On-Site Registration Totals for Fall 1978 with Fall 1977. ED 161 500

School Responsibility
Remarks: What Parents Ought to Know/Be Told About Our Schools''. ED 161 899

School Role
The Enduring Effects of Education. ED 161 051//
The New Accountability Reaches to the Family. ED 161 505

School Safety
Safety Standards Plan for Middlesex County Vocational & Technical High Schools. ED 160 866

School Segregation
Metro Ways to Understanding: Volume I: A Plan for the Voluntary Elimination of Racial and Ethnic Isolation in the Schools of the Boston Metropolitan Area. ED 162 001

School Self Renewal
Basic Questions Asked about School Self-Renewal. ED 161 990
School Self-Renewal Assessment Summary Report. ED 161 988

School Self Renewal Program
Excerpt from the Proposal for the National Expansion of School Self-Renewal: Activities and Requirements for Developing a National Renewal Program. Final Report. ED 161 989
High Points. ED 161 991

School Services
University Support Systems Necessary to Implement Institutional Change. AIR Forum Paper 1978. ED 161 400
What Head Start Means to Families. ED 161 525

School Surveys
Parish Primary School Survey, 1976. ED 161 562//
Traditional vs. Non-Traditional Calendar: A Case Analysis of Faculty, Students and Administrative Opinions in a Medium-Sized Public Community College. Report 78-79-02. ED 161 491

School Systems
Criteria for Modern School Library Media Programs. ED 161 440

School To Work Transition
A Charter for Improved Rural Youth Transition. ED 161 568
Research Perspectives on the Transition from School to Work. Report of a European Contact Workshop Organised by the Institute of Education (ECF) under the Auspices of the Council of Europe with the Participation of the Commission of the European Communities, Brugge, July 1977. ED 160 760//

Schools of Education
Analogy and Credentialling. Research Series No. 6. ED 161 835
Flexner, Accreditation, and Evaluation. Research Series No. 5. ED 161 834

Science Activities
Energy Conservation Activities for the Classroom K-12. ED 161 727
Mars: The Viking Discoveries. ED 161 728

Science Careers
Five Approaches to Increasing Participation of Talented Women in Science Careers. Paper Presented at the Annual Meeting of the National Science Teachers Association (Washington, D.C., April 1978). ED 161 690
Opportunities in Biological Sciences Careers. ED 161 764//
Research Challenges and Opportunities. Paper from the Conference on Expanding the Role of Women in the Sciences (New York, New York, March 6-8, 1978). ED 161 691
Science and Engineering Careers: A Bibliography. ED 161 751

Science Course Improvement Project
The Effects of Student Attributes and Teaching Styles on Attitude and Achievement in Secondary School Biology. ED 161 716

Science Curriculum
Evaluation of Implementation Projects Supported by the National Science Foundation. Research Paper No. 17. ED 161 683
SCDC Spanish Curricula Units. Science/Math Strand, Unit 1, Grade One, Teacher's Guide. ED 161 582
SCDC Spanish Curricula Units. Science/Math Strand, Unit 3, Grade One, Teacher's Guide Multi-Ethnic Edition. ED 161 587
SCDC Spanish Curricula Units. Science/Math Strand, Unit 4, Grade Two, Teacher's Guide. ED 161 589
SCDC Spanish Curricula Units. Science/Math Strand, Unit 6, Grade 2, Teacher's Guide Multi-Ethnic Edition. ED 161 635
SCDC Spanish Curricula Units. Science/Math Strand, Unit 7, Grade 3, Teacher's Guide Multi-Ethnic Edition. ED 161 643
SCDC Spanish Curricula Units. Science/Math Strand, Unit 8, Grade 3, Teacher's Guide Multi-Ethnic Edition. ED 161 652
SCDC Spanish Curricula Units. Science/Math Strand, Unit 9, Grade 3, Teacher's Guide. ED 161 627

Science Education
Apollo-Soyuz Pamphlet No. 2: X-Rays, Gamma-Rays. Apollo-Soyuz Experiments in Space. ED 161 718
Apollo-Soyuz Pamphlet No. 3: Sun, Stars, In Between. Apollo-Soyuz Experiments in Space. ED 161 719
Apollo-Soyuz Pamphlet No. 4: Gravitational Field. Apollo-Soyuz Experiments in Space. ED 161 720
Apollo-Soyuz Pamphlet No. 5: The Earth from Orbit. Apollo-Soyuz Experiments in Space. ED 161 721
Apollo-Soyuz Pamphlet No. 6: Cosmic Ray Dosage. Apollo-Soyuz Experiments in Space. ED 161 722
Apollo-Soyuz Pamphlet No. 7: Biology in Zero-G. Apollo-Soyuz Experiments in Space. ED 161 723
Apollo-Soyuz Pamphlet No. 8: Zero-G Technology. Apollo-Soyuz Experiments in Space. ED 161 724
Apollo-Soyuz Pamphlet No. 9: General Science. Apollo-Soyuz Experiments in Space. ED 161 725
Applying Experimental Designs to Large-Scale Program Evaluation. Research Paper No. 2. ED 161 676
The Current State of Secondary School Marine Science Education in the United States. ED 161 746
A Long-Term Study of the Stability of Learning Environments. Research Paper No. 24. ED 161 685
National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Composite I (Environmental Engineering/Health). ED 161 733
National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Energy. ED 161 735
National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Summary. ED 161 745
Research Challenges and Opportunities. Paper from the Conference on Expanding the Role of Women in the Sciences (New York, New York, March 6-8, 1978). ED 161 691
Science Education: A Dissertation Bibliography. ED 161 667
Science Teachers' Perceptions of Their Teaching Skills and Their School Conditions. Research Paper No. 5. ED 161 677
Scientific Concept Learning in Children Subsequent to A-T Instruction: The Effect of Prior Knowledge on Resulting Cognitive Structure. ED 161 770
Statistical Handbook of Science Education. ED 161 663
A Strategy for Evaluating the NSF Comprehensive Program for Teacher Education. Research Paper No. 1. ED 161 675
Student Perception of the Classroom Learning Environment in Biology, Chemistry, and Physics Courses. Research Paper No. 12. ED 161 681
A Study of the Rowland Scholar Program at Clark College. ED 161 697
What On Earth? Teacher's Guide. An Instructional Television Series for Eighth-Grade Earth Science. ED 161 761
Women in Science and Technology: Careers for Today and Tomorrow. ED 161 710
A Working Conference on Science Education for Handicapped Students: Proceedings (April 3-5, 1978). ED 161 714

Science History
Hypatia's Sisters: Biographies of Women Scientists - Past and Present. ED 161 729

Science Instruction
Nurturing Academic Talent in Early Childhood: Science. ED 161 530
SCDC Spanish Curricula Units. Science/Math Strand, Unit 9, Grade 3, Supplement & Ditto Packet. ED 161 628
SCDC Spanish Curricula Units. Science/Math, Unit 10, Grade 3, Teacher's Guide. ED 161 615

Science Materials
SCDC Spanish Curricula Units. Science/Math Strand, Unit 3, Grade One, Supplement & Ditto Packet. ED 161 588
SCDC Spanish Curricula Units. Science/Math Strand, Unit 4, Grade 2, Supplements & Ditto Packet. ED 161 590
SCDC Spanish Curricula Units. Science/Math Strand, Unit 6, Grade 2, Supplement & Ditto Packet. ED 161 636
SCDC Spanish Curricula Units. Science/Math Strand, Unit 7, Grade 3, Supplement & Ditto Packet. ED 161 644
SCDC Spanish Curricula Units. Science/Math Strand, Unit 8, Grade 3, Supplement & Ditto Packet. ED 161 653
SCDC Spanish Curricula Units. Science/Math, Unit 10, Grade 3, Supplement & Ditto Packet. ED 161 616

Science Teachers
Adequacy of Teaching Conditions as Perceived by Administrators and Teachers. Research Paper No. 7. ED 161 678
The Effect of Teacher Participation in NSF Institutes Upon Student Achievement. Research Paper No. 10. Revised Edition. ED 161 680
The Effects of Locus of Control and Method of Presentation on Pre-Service Teacher's Achievement. ED 161 769
Predicting Teacher NTE Scores in Mathematics. Research Paper No. 15. ED 161 682
Profiles of Manpower in Science and Technology. ED 161 713
The Relationship Between Teacher Characteristics and Student Achievement and Attitude. Research Paper No. 8. ED 161 679
Science Teachers' Perceptions of Their Teaching Skills and Their School Conditions. Research Paper No. 5. ED 161 677

Science Tests
Australian Item Bank Program: Handbook for Science Item Bank. ED 161 912//
Australian Item Bank Program: Science Item Bank. Book 1: Physics and Astronomy. ED 161 909//
Australian Item Bank Program: Science Item Bank. Book 2: Earth Sciences and Chemistry. ED 161 910//
Australian Item Bank Program: Science Item Bank. Book 3: Biology. ED 161 911//

Sciences
Federal Funds for Research and Development Fiscal Years 1977, 1978, and 1979, Volume XXVII. Detailed Statistical Tables, Appendix C. ED 161 726
Health Sciences: A Dissertation Bibliography. ED 161 664
An Interdisciplinary Program in Technical Communications: Problems Encountered. ED 161 062
National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Air. ED 161 732
National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Composite II (Education/Ecology). ED 161 734
National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Noise. ED 161 736
National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Pesticides. ED 161 737
National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Potable Water II (Multiple Degree Programs). ED 161 739
National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Radiation. ED 161 741
National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Solid Waste. ED 161 742
SCDC Spanish Curricula Units. Science/Math, Unit 1, Grade One, Supplement & Ditto Packet. ED 161 583

Scientific and Technical Information
A Chart Book of Indicators of Scientific and Technical Communication in the United States. ED 161 430

Scientific Attitudes
Nurturing Academic Talent in Early Childhood: Science. ED 161 530

Scientific Manpower
Profiles of Manpower in Science and Technology. ED 161 713
Statistical Handbook of Science Education. ED 161 663

Scientific Research
A Chart Book of Indicators of Scientific and Technical Communication in the United States. ED 161 430
Federal Funds for Research and Development Fiscal Years 1977, 1978, and 1979, Volume XXVII. Detailed Statistical Tables, Appendix C. ED 161 726
A Guide to Federal Funding in the Biological Sciences. ED 161 693

Scientists
Hypatia's Sisters: Biographies of Women Scientists - Past and Present. ED 161 729
Opportunities in Biological Sciences Careers. ED 161 764//
Predicting Peer Evaluation of Scientists. ED 160 921
Responsiveness vs. Resources: The Implementation and Impact of Affirmative Action Programs for Women Scientists in Postsecondary Education. AIR Forum Paper 1978. ED 161 389
Reviews of Data on Science Resources, No. 32. Employment Patterns of Recent Entrants Into Science and Engineering. ED 161 701

Scores
Estimating Total-test Scores from Partial Scores in a Matrix Sampling Design. ED 161 896

Scoring
Data Processing Systems for School District Testing Offices. Publication No. 77.41. ED 161 892

Screening Tests
Identification and Definition of Factors Causally Associated with Child Abuse and Neglect. Final Report. ED 161 221
Predicting Second Grade Achievement Scores with the Slosson Intelligence Test, Peabody Picture Vocabulary Test, Goodenough-Harris Drawing Test, Developmental Test of Visual Motor and the Metropolitan Readiness Test. ED 161 932

Scripts
Scriptwriting for the Audio-Visual Media: Radio, Films, Television, Filmstrips, Slidefilms. ED 161 049//

Scriptwriting
Scriptwriting for the Audio-Visual Media: Radio, Films, Television, Filmstrips, Slidefilms. ED 161 049//

Search and Seizure
To Search or Not to Search! ED 160 936

Search Strategies
Finding the Right'' Information: A Search Strategy. Keys to Community Involvement Series: 12. ED 161 128

Second Language Learning
ACTFL Annual Bibliography of Books and Articles on Pedagogy in Foreign Languages for the Years 1975 and 1976. ED 161 302
Assessing Attitudinal Outcomes. The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9. ED 161 265//
Career Education. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5. ED 161 248//
Collected Papers in Teaching English as a Second Language and Bilingual Education: Themes, Practices, Viewpoints. ED 161 242
Communication and Beyond. The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9. ED 161 258//
The Dynamics of English as an International, Foreign, Second and Auxiliary Language. ED 161 269
Foreign Language Study for a World in Transition. The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9. ED 161 256//
Individualization and Personalization. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5. ED 161 250//
An Investigation of Counseling Learning/Community Language Learning. Papers in Linguistics, 1974-1977: A Collection of M.A. Papers from Students in the Linguistics Department of Northeastern Illinois University. ED 161 293
The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9. ED 161 255
The L'' Connection: The Interdependence of Second Language Programs. The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9. ED 161 263//
Learning to Read in Different Languages-Universals and Specifics. ED 160 988
Many Learners, Many Goals, Many Curricula. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5. ED 161 245//
New Curricular Connections. The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9. ED 161 259//
The Realities Facing the Profession. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5. ED 161 244//
Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5. ED 161 243
SCDC Spanish Curricula Units. Spanish SL Strand, Unit 10, Grade 3, Supplement & Ditto Packet. ED 161 610
SCDC Spanish Curricula Units. Spanish SL Strand, Unit 10, Grade 3, Teacher's Guide. ED 161 609
SCDC Spanish Curricula Units. Spanish SL Strand, Unit 3, Grade One, Supplement & Ditto Packet. ED 161 585
SCDC Spanish Curricula Units. Spanish SL Strand, Unit 3, Grade One, Teacher's Guide. ED 161 584
SCDC Spanish Curricula Units. Spanish SL Strand, Unit 4, Grade Two, Supplement & Ditto Packet. ED 161 592
SCDC Spanish Curricula Units. Spanish SL Strand, Unit 4, Grade Two, Teacher's Guide. ED 161 591
SCDC Spanish Curricula Units. Spanish SL Strand, Unit 6, Grade 2, Supplement & Ditto Packet. ED 161 632
SCDC Spanish Curricula Units. Spanish SL Strand, Unit 7, Grade 3, Supplement & Ditto Packet. ED 161 649
SCDC Spanish Curricula Units. Spanish SL Strand, Unit 7, Grade 3, Teacher's Guide Multi-Ethnic Edition. ED 161 648
SCDC Spanish Curricula Units. Spanish SL Strand, Unit 8, Grade 3, Supplement & Ditto Packet. ED 161 659
SCDC Spanish Curricula Units. Spanish SL Strand, Unit 8, Grade 3, Teacher's Guide Multi-Ethnic Edition. ED 161 658
SCDC Spanish Curricula Units. Spanish SL Strand, Unit 9, Grade 3, Supplement & Ditto Packet. ED 161 624
SCDC Spanish Curricula Units. Spanish SL Strand, Unit 9, Grade 3, Teacher's Guide. ED 161 623
SCDC Spanish Curricula Units. Spanish SL, Unit 6, Grade 2, Teacher's Guide. ED 161 631
Testing: A Vital Connection. The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9. ED 161 264//
Theoretical Foundations in Linguistics and Related Fields. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5. ED 161 252//
Universals in Second Language Acquisition: Focus on English. Papers in Linguistics, 1974-1977: A Collection of M.A. Papers from Students in the Linguistics Department of Northeastern Illinois University. ED 161 290

Secondary Education
The Current State of Secondary School Marine Science Education in the United States. ED 161 746
Exceptional Students in Secondary Schools. A Report from the CEC Invisible College on Learning and Behavioral Problems of Handicapped Students in Secondary School Programs. ED 161 172
A Guide for Teaching Regional Environmental Planning. Final Report of Project - Inservice Personnel Development: Regional Environmental Planning Workshops for Tri-County Secondary School Teachers. ED 161 754
The New Accountability Reaches to the Family. ED 161 505

Secondary School Mathematics
- Calculators and Unary Operations: A Position Paper with Instructional Suggestions. Project Paper 77-7. ED 161 672
- Differences Between Teachers' Self-Ratings and Principal and University Faculty's Idealized Mathematics Teacher as Measured by a Mathematics Inventory. Research Paper No. 19. ED 161 684
- General High School Mathematics. ED 161 767
- A Monadic Module Alias a Unary Unit. Project Paper 77-5. ED 161 670
- Some Monadic/Diadic Combos. Project Paper 77-6. ED 161 671

Secondary School Science
- Apollo-Soyuz Pamphlet No. 1: The Flight. Apollo-Soyuz Experiments in Space. ED 161 717
- The Effects of Student Attributes and Teaching Styles on Attitude and Achievement in Secondary School Biology. ED 161 716

Secondary School Students
- The Effects of Student Attributes and Teaching Styles on Attitude and Achievement in Secondary School Biology. ED 161 716
- A Study of the Rowland Scholar Program at Clark College. ED 161 697

Secondary School Teachers
- Bloodied and Beaten, Perhaps, But the Printed Word Lives. ED 161 452

Selectivity
- Admissions-Yield and Persistence Analysis. AIR Forum Paper 1978. ED 161 335

Self Actualization
- Family Studies I. Course Objectives, Content Analysis, Supporting Objectives and Content Generalizations. ED 160 790
- Ourselves and Our Children A Book By and For Parents. ED 161 539//
- A Philosophic Basis for Curriculum Content in Physical Education. ED 161 844
- Self Validation: Putting the Pieces Together. Leader's Handbook . ED 160 855

Self Care Skills
- How to Help Your Child: A Guide for Parents of Multiply Handicapped Children. ED 161 193

Self Concept
- Career Education Demonstration Project for American Indian Children. Final Report. ED 160 777
- Comprehensive Career Guidance. Developing Self Worth. Staff Development K-6. ED 160 848
- Deliberate Psychological Education. Growth through Human Understanding. Leader's Handbook. ED 160 858
- The Effectiveness of Teaching Strategies on Performance of Handicapped Pupils. ED 161 236
- The Effects of Role Playing in Elementary School Classrooms on Children with Low Sociometric Status. Final Report 50.3. ED 161 837
- Home Environment, Self-Concept and Urban Student Achievement: A Bibliography and Review of Research. NJ Urban Education Research Reports No. 5. ED 161 972
- Managing Change. Penney's Forum, Fall/Winter 1978. ED 161 810
- The Problem with Puberty....The Problem with Your Body. ED 161 830//
- Program Planning for Culturally Different Minority Students. ED 162 017
- Psychological Aspects of Female College Athletes. ED 161 832
- Theme: Basic/Survival Reading Skills. ED 161 013

Self Control
- Locus of Control Change in College Students: A Future Role for Student Development. ED 160 933

Self Disclosure
- Elements of Self-Disclosure. ED 161 099
- Self-Disclosure as a Relationship Disengagement Strategy: An Exploratory Investigation. ED 161 104

Self Esteem
- Perceptions of Sorority and Fraternity Rush. Survey Report. Student Life Research Service. ED 161 322

Self Evaluation
- Personal & Professional Development: An Individualized Approach. Keys to Community Involvement Series: 5. ED 161 121
- Self Validation: Putting the Pieces Together. Leader's Handbook . ED 160 855
- Sex Differences in Attribution of Achievement and Actual Achievement. ED 160 963

Self Expression
- Journal Writing Across the Curriculum. ED 161 073

Self Help Programs
- Advocate Counseling and Institutional Racism. ED 162 005
- Basic Questions Asked about School Self-Renewal. ED 161 990
- The Confidence Clinic: A Program for Self-Esteem, Independence, and Career Planning. ED 161 476
- Depression: A Social or a Mental Health Problem? Implications for the Health of Women. ED 160 931
- Excerpt from the Proposal for the National Expansion of School Self-Renewal: Activities and Requirements for Developing a National Renewal Program. Final Report. ED 161 989

Semantic Differential
- Classroom Use of a Verbal Measure of Information Rate: An Exploratory Study. ED 161 939

Semantics
- A Cognitive Model of Reading for Elementary School Students. ED 160 973
- Handbook of Semantic Word Norms. ED 161 271//
- The Influence of the Form of the Question on the Eyewitness Testimony of Preschool Children. Papers and Reports on Child Language Development, No. 12. ED 161 297
- Positive and Negative Semantic Markers in Psychological Research: Does It Matter if Society Makes Love or War? ED 161 775
- Vocabulary and Reading Comprehension: Instructional Effects. Technical Report No. 100. ED 160 999

Semester Division
- Traditional vs. Non-Traditional Calendar: A Case Analysis of Faculty, Students and Administrative Opinions in a Medium-Sized Public Community College. Report 78-79-02. ED 161 491

Senate Bill 991
- Department of Education Organization Act of 1978. Report of the Committee on Governmental Affairs, United States Senate, to Accompany S.991 to Establish a Department of Education and for Other Purposes, Together with Additional Views. ED 161 150

Senior Citizens
- Some Latent Effects of Current Social Policies on the Elderly. ED 161 805

Senior High Schools
- High Points. ED 161 991
- School File Documentation. National Longitudinal Study of the High School Class of 1972. ED 161 920

Sensitivity Training
- Facilitating Interpersonal Skills Development: A Human Relations Training Approach. ED 160 851
- Things to do to Build Communication and Trust. ED 160 927

Sensory Integration
- Improving the Verbal Cognitive Skills of Disadvantaged Preschool Children Through the Arts. Project Termination Report. ED 161 536

Sentence Combining
- A Comparison of Reading Miscues and Writing Miscues. ED 161 009
- Miscue Analysis in Writing. ED 161 078
- Miscue Analysis: The Writing of Three Hispanic American Students in a Class of Twenty Fourth Graders. ED 161 077
- Sentence Combining and Reading. ED 161 080
- A Short History of Sentence Combining: Its Limitations and Use. ED 161 079

Sentence Structure
- Adolescents' Understanding of Logical Connectives in a Sentence Memory Task. ED 161 001
- Discourse Functions of Inversion Constructions. Technical Report No. 98. ED 160 998
- The Influence of the Form of the Question on the Eyewitness Testimony of Preschool Children. Papers and Reports on Child Language Development, No. 12. ED 161 297
- A Short History of Sentence Combining: Its Limitations and Use. ED 161 079

Separatism
- The Conditions of Ethnic Separatism: The Kurds in Turkey, Iran, and Iraq. ED 161 813

Sequential Approach
- Behavioral Objectives: Elementary Reading. Revised. ED 161 008

Services
- Basic Services for Children: A Continuing Search for Learning Priorities. A Dossier for Initiating a Dialogue Part I, 1978. Experiments and Innovations in Education No. 36. ED 161 793//
- Directory of Social Studies/Social Science Service Organizations. Second Edition. ED 161 772
- Problems of Children of School Age (10-13 Years). Report on a Working Group. ED 160 902
- The University of Tennessee at Chattanooga Computer Services Plan. ED 161 431

Severely Handicapped
- Pro-Active Behavior Management. ED 161 218
- Visual Symbol Communication Instruction, Part I: Receptive Instruction. Experimental Edition. ED 161 212

Sex Differences
- Anger in Everyday Life: When, Where, and With Whom? ED 160 966
- The Broverman Study Revisited: Implications of Androgyny. ED 160 920
- Children's Monetary Evaluations of Body Parts as a Function of Sex, Grade, and Race. ED 160 946
- Competence and Sex Prejudice Is the Latter Disappearing? ED 160 916
- Distress vs. Non-Distress Approach and the Personal Space of Masculine, Feminine, and Androgynous Subjects. ED 160 934
- The Effects of Age, Sex, and Adult Presence on Preschool Children's Sex-Typed Toy Play Behavior. ED 160 910
- The Effects of Sexual Composition and Group Size on Individual Effort. ED 160 959
- An Epidemiological Study of School Achievement: implications for Theory and Research. ED 161 561
- The Evolution of Children's Friendship Cliques. ED 161 556
- An Investigation of Differential Item Performance by Sex on the Iowa Tests of Basic Skills. ED 161 933
- Love's Pain: Anna Akhmatova and Sexual Politics. ED 161 045
- Nonprojective Analysis of nAch Among Male and Female Workers. ED 160 922
- Observation Procedure, Observation Gender, and Behavior Valence as Determinants of Sampling Error in a Behavior Assessment Analogue. ED 160 918
- Race and Sex Effects in the Conformity Behavior of Children. Occasional Paper Number 14. ED 162 044
- Relationships Between Psychological Androgyny, Social Conformity, and Perceived Locus of Control. ED 160 915
- The Relative Importance of Four Narrative Factors in the Reading Interests of Male and Female Adolescents in Grades Ten through Twelve. ED 160 993
- Sex and Authority in the Workplace: The Causes of Sexual Inequality. Discussion Paper No. 506-78. ED 162 042
- Sex Differences in Attribution of Achievement and Actual Achievement. ED 160 963
- Sex Differences in Classroom Participation. ED 160 911
- Sex Differences in Spatial Play Behavior of Six-Year Olds. ED 160 952
- Sex Differences in the Career Decision-Making Process. Final Report. ED 160 833
- Sexual Stratification in the Workplace: Male-Female Differences in Economic Returns to Occupation. ED 160 826
- What's in a Name? ED 160 919

Sex Discrimination
- Black Views of American Women: The View From Black Newspapers, 1865-1900. ED 161 987
- Concerns of Women in Educational Research and Development at Three Stages of Professional Development: Student Years, Early Postdoctoral Years, and Intermediate Professional Years. Research Memorandum. ED 161 317
- Eliminating Sexism: Rewriting the Scripts. An Informational Guide to Sex Stereotyping, Sex Bias and Sex Discrimination. Instructor's Manual. ED 160 753
- Equal Pay for Equal Qualifications? A Model for Determining Race or Sex Discrimination in Salaries. AIR Forum Paper 1978. ED 161 356
- Equal Rights for Women in Education. Model Policy Statement and Guidelines for Implementation: The Elimination of Bias and Stereotyping on the Basis of Sex in Instructional Materials, Teacher Strategies and Curriculum Content. ED 161 848
- Equity in School Athletics: A Guide. ED 162 026
- In Search of a Job: A Simulation Activity in Occupational Decision-Making. Instructor's Manual. ED 160 756
- Is Female Leadership Perceived as a Disadvantage? ED 160 965
- Issues in the Recruitment, Professional Development, Promotion, and Remuneration of Women Faculty. Research Memorandum. ED 161 318
- A Method for Monitoring University Faculty Salary Policies for Sex Bias. AIR Forum Paper 1978. ED 161 378
- The Quest for Equal Employment Opportunity in Oklahoma State Government. A Report Prepared by the Oklahoma Advisory Committee to the United States Commission on Civil Rights. ED 162 011
- Responsiveness vs. Resources: The Implementation and Impact of Affirmative Action Programs for Women Scientists in Postsecondary Education. AIR Forum Paper 1978. ED 161 389
- Sex Stereotyping, Bias, and Discrimination in the World of Work: A Workbook. Instructor's Manual. ED 160 755
- Sexual Inequality in the Workplace: An Employer-Specific Analysis of Pay Differences. Discussion Paper No. 502-78. ED 162 041
- Strategies to Eliminate Sex Stereotyping and Sex Bias: An Administrator's Manual. ED 160 752
- The Testing of Selected Strategies to Eliminate Sex Bias in Vocational Education Programs. Executive Summary. ED 160 757
- The Testing of Selected Strategies to Eliminate Sex Bias in Vocational Education Programs. Final Report. Volume I. Final Technical Report. ED 160 758
- The Women's Movement in the Seventies: An International English-Language Bibliography. ED 161 992//

Sex Education
- A Sex Education Program in a Therapeutic Pre-School. ED 161 199

Sex Fairness
- Crossing Cultures Third World Women. A Book of Materials, Activities, and Ideas for the Classroom Teacher. ED 162 028
- Fair Play. A Bibliography of Non-Stereotyped Materials. ED 162 021
- Fair Play. A Bibliography of Nonstereotyped Materials. Volume II. ED 162 022
- Home Economics Unlimited. ED 162 030
- Sourcebook for Sex Equality: In-Service Training. An Annotated Listing of Materials and Media for Affirmative Action In-Service Training. Bibliographic Series, 2. ED 162 024
- Strategies for Equality: Guidance, Social Studies, Physical Education. ED 162 027

Sex Role
- The Consequences of Same-Sex, Cross-Sex, and Androgynous Preferences. ED 160 967
- Dual-Career Relationships: The College Couple Perspective. ED 160 939
- The Effects of Age, Sex, and Adult Presence on Preschool Children's Sex-Typed Toy Play Behavior. ED 160 910
- Elementary School Children's Views of Occupational Roles. Volume III, Issue III. ED 160 813
- The Reported Impact of Women's Studies Courses on Students' Lives. ED 160 944
- Sex-Linked Role Behavior in Three Employment Groups. ED 160 945
- What's in a Name? ED 160 919

Sex Stereotypes
- Black Views of American Women: The View From Black Newspapers, 1865-1900. ED 161 987
- The Broverman Study Revisited: Implications of Androgyny. ED 160 920
- Competence and Sex Prejudice Is the Latter Disappearing? ED 160 916
- Elementary School Children's Views of Occupational Roles. Volume III, Issue III. ED 160 813
- Eliminating Sexism: Rewriting the Scripts. An Informational Guide to Sex Stereotyping, Sex Bias and Sex Discrimination. Instructor's Manual. ED 160 753
- In Search of a Job: A Simulation Activity in Occupational Decision-Making. Instructor's Manual. ED 160 756
- A Multivariate Investigation of Perceptual Attributions Concerning Gender Appropriateness in Language. ED 161 095
- Psychological Aspects of Female College Athletes. ED 161 832
- Relationships Between Psychological Androgyny, Social Conformity, and Perceived Locus of Control. ED 160 915
- Sex Stereotyping, Bias, and Discrimination in the World of Work: A Workbook. Instructor's Manual. ED 160 755
- Strategies to Eliminate Sex Stereotyping and Sex Bias: An Administrator's Manual. ED 160 752
- The Testing of Selected Strategies to Eliminate Sex Bias in Vocational Education Programs. Executive Summary. ED 160 757
- The Testing of Selected Strategies to Eliminate Sex Bias in Vocational Education Programs. Final Report. Volume I. Final Technical Report. ED 160 758

Sexual Behavior
- Evaluating Sexual Behavior from Writing Characteristics. ED 161 057

Sexuality
- Effect of Victim-Offender Relationship and Victim Resistance on Attributions of Rape. ED 160 948
- Evaluating Sexual Behavior from Writing Characteristics. ED 161 057
- The Problem with Puberty....The Problem with Your Body. ED 161 830//
- So You Don't Want to be a Sex Object. Revised Edition. ED 161 829//

Short Courses
- Minicourses in Astrophysics, Modular Approach, Vol. I. ED 161 705
- Minicourses in Astrophysics, Modular Approach, Vol. II. ED 161 706

Significant Others
- Significant Other Influence, Career Choice and Achievement: Selective Theoretical and Conceptual Approaches. Research and Development Series No. 111. ED 160 742

Simulation
- The Discrepancy Evaluation Model: A Strategy for Improving a Simulation and Determining Effectiveness. ED 161 880
- Exercises in Persuasion. ED 161 098
- Implied Orders As A Basis For Tailored Testing. Final Report. Technical Report No. 6. ED 161 922
- In Search of a Job: A Simulation Activity in Occupational Decision-Making. Instructor's Manual. ED 160 756
- Simulation of Financial Needs and Contributions of Adult Part-Time Students. Final Report. Volume II. ED 161 330

Simulators
- Teacher Performance Assessment Instruments: Plans for Practice Rating. ED 161 956//

Skill Development
- Adult Vocational Education Follow Through. A System for Participant Feedback for Decision Makers. Final Report. ED 160 865
- Arts Education: A Contemporary View for Schools in Virginia. ED 161 801
- Education for Business. Program Planning Guide & Courses of Study. Revised. ED 160 834
- Individual Advisory System. ED 160 856
- K-12 Course Goals in Language Arts. Second Edition. ED 161 025//
- Living Skills Center for the Visually Handicapped. Career Education Program Project Performance Reports. ED 160 795
- Using Research Methods in Elementary and Middle School Social Studies Classes. ED 161 815

Skill Obsolescence
- A Study to Determine the Utilization of Shorthand in Pennsylvania Offices. ED 160 886

Skill Qualification Tests
- Criterion-Referenced Job Proficiency Testing: A Large Scale Application. Research Report 1193. ED 161 953

Skills
- Geographers as Planners: What Skills Does the Job Require. ED 161 806
- Minimum Competencies: A National Survey. ED 161 960
- A Taxonomy of Technical Assistance Skills. ED 161 116

Slow Learners
- A Review of Related Literature Concerning Components of Systems and Studies That Impact on Identification and Selection of EMRs and Slow Learners for Vocational Programs. ED 160 817

Small Businesses
- Calculator. Owning a Small Business. ED 160 869

Small Colleges
- An Evaluation of the Small College Consortium, 1977-78. A Title III Project. Part I: Survey Results. ED 161 311
- The Invisible Wall: A Report on the Status of the Rural Community College in America. ED 161 581
- Planning an Information System for a Small College. AIR Forum Paper 1978. ED 161 382

Small Group Instruction
- Comparing Public Relations' Lifestyles in a Campaigns Course. ED 161 069
- A Study of Individualized, Personalized Teaching. ED 161 864
- These Are the Good Ole Days.'' ED 161 453

Small Schools
- Small Schools and Combined Grades in Finland. Information Bulletin No 3, 1978. ED 161 564

Snowshoeing
- Winter Outdoor Education Activities: Snowshoes and Exploring the Winter Environment. ED 161 579

Social Action
- Citizen Action Manual: How to Effect Change in the Adoption/Foster Care System. ED 161 513

Social Attitudes
- Community Standards and Their Misperception: A Local Public Opinion Poll on Pornography. ED 161 090
- The Dilution of Stereotypes: When Non-Information'' is Informative. ED 160 962
- Effect of Victim-Offender Relationship and Victim Resistance on Attributions of Rape. ED 160 948
- The Elderly: Teacher's Manual. Value Reasoning Series. ED 161 861//
- Multiculturalism and Ethnic Attitudes in Canada. ED 162 029//
- Psychological Aspects of Female College Athletes. ED 161 832
- Victims of Rape. ED 160 971

Social Behavior
- The Effects of Role Playing in Elementary School Classrooms on Children with Low Sociometric Status. Final Report 50.3. ED 161 837
- Gimme, It's Mine!: Children's Concepts of Ownership as Revealed in Interaction. ED 161 553
- Situation or Person? Toward a Psychosocial Role-Theoretical Approach to Personality. ED 160 923

Social Change
- Can Welfare Reform Eliminate Poverty? Discussion Paper No. 517-78. ED 162 049
- Education and Work in the Future. ED 161 504
- Learning in Adolescence The Andover Review: A Journal for Secondary Education, Spring 1978. Special Issue . And Learning in Adolescence II. The Andover Review: A Journal for Secondary Education, Fall 1978. Special Issue . ED 161 781
- Our Union Heritage: A Chronicle of Labor's Struggle for Social Justice. ED 161 774
- Stimulating Human Services Reform. Human Services Monograph Series, Number 8, June 1978. ED 161 804
- Where Feminism and Ethnicity Intersect: The Impact of Parallel Movements. Working Paper Series Number 16. ED 161 973//
- The Women's Movement in the Seventies: An International English-Language Bibliography. ED 161 992//

Social Characteristics
- Personality Characteristics, Interpersonal Values and Leadership Attitudes of Mid-Level Managers. Final Report. ED 160 896

Social Class
- Space and Social Order. Discussion Paper No. 514-78. ED 162 043

Social Development
- The Influence of Child Person-Orientation on Adult Method of Eliciting Moral Behavior. ED 160 947

Social Dialects
- Project Straight-Talk. ED 161 422

Social Disadvantagement
- Educational Planning for the Gifted. Overcoming Cultural, Geographic and Socioeconomic Barriers ED 161 173

Social Discrimination
- Space and Social Order. Discussion Paper No. 514-78. ED 162 043

Social Environment
- Contemporary American Issues. ED 161 753//

Social Experience
- Highlights from Drug Use Among American High School Students 1975-1977. ED 160 969

Social Factors
- Aspects of Ethnicity: Understanding Differences in Pluralistic Classrooms. ED 162 039//
- Poverty and Health: Economic Causes and Consequences of Health Problems. ED 162 008//
- The Social-Psychological Aspects of Aging. ED 160 908
- Urban, Social, and Educational Issues. A Doctorate Association of New York Educators Series. ED 162 018//

Social History
- Nineteenth Century English Homosexual Teachers: The Up Front and Back Stage Performance. ED 161 817
- Our Union Heritage: A Chronicle of Labor's Struggle for Social Justice. ED 161 774

Social Indicators
- Forecasting Social Trends as a Basis for Formulating Educational Policy. ED 161 786

Social Influences
- Significant Other Influence, Career Choice and Achievement: Selective Theoretical and Conceptual Approaches. Research and Development Series No. 111. ED 160 742
- The Social Effects of Cable Television. ED 161 447
- Victim Emotional Response: Effects on Social Reaction to Victims of Rape. ED 160 904

Social Isolation
- The Consequences of Same-Sex, Cross-Sex, and Androgynous Preferences. ED 160 967

Social Mobility
- American Ethnic Groups. ED 162 032//

Social Organizations
- Perceptions of Sorority and Fraternity Rush. Survey Report. Student Life Research Service. ED 161 322

Social Problems
- Alienation and Expectation in American Political Culture. ED 161 777
- Effect of Victim-Offender Relationship and Victim Resistance on Attributions of Rape. ED 160 948
- Human Rights and Foreign Policy. Headline Series 241. ED 161 820//
- Indian Voices on World Order. The Whole Earth Papers, Vol. 1, No. 5, Winter, 1978. ED 161 799
- Some Latent Effects of Current Social Policies on the Elderly. ED 161 805

Social Psychology
- Situation or Person? Toward a Psychosocial Role-Theoretical Approach to Personality. ED 160 923
- What's in a Name? ED 160 919

Social Relations
- Applications of Social Psychology in Police-Community Relations. ED 160 955
- Moving Closer: An Ethnography of a Southern Desegregated School. ED 161 969
- Sport in the People's Republic of China: Selected Issues. ED 161 855

Social Responsibility
- Journalism and the Educational Views of Alexander Meiklejohn. ED 161 027
- Student Rights and Discipline: Policies, Programs, and Procedures. ED 160 926

Social Science Research
- Communal Parents' Perceptions of Child Rearing. ED 161 784
- Ethnicity, Race and Human Development; A Report on the State of Our Knowledge. ED 161 964//
- Major Federal Regulations Governing Social Science Research. ED 161 809
- Report from the United States: The Privacy Act of 1974 and the Social Sciences Need for Access to Data. ED 161 785
- Why Do We Need a Control Group? Why Should We Randomize? Some Answers for Evaluative Researchers. ED 160 924

Social Sciences
- Directory of Social Studies/Social Science Service Organizations. Second Edition. ED 161 772
- SCDC Spanish Curricula Units. Social Science Strand, Unit 6, Grade 2, Supplement & Ditto Packet. ED 161 634
- SCDC Spanish Curricula Units. Social Science Strand, Unit 7, Grade 3, Teacher's Guide Multi-Ethnic Edition. ED 161 641
- SCDC Spanish Curricula Units. Social Science Strand, Unit 8, Grade 3, Teacher's Guide Multi-Ethnic Edition. ED 161 654
- SCDC Spanish Curricula Units. Social Science Strand, Unit 9, Grade 3, Supplement & Ditto Packet. ED 161 620
- SCDC Spanish Curricula Units. Social Science Strand, Unit 9, Grade 3, Teacher's Guide. ED 161 619
- SCDC Spanish Curricula Units. Social Science, Unit 10, Grade 3, Supplement & Ditto Packet. ED 161 618

SCDC Spanish Curricula Units. Social Science, Unit 10, Grade 3, Teacher's Guide. ED 161 617
SCDC Spanish Curricula Units. Social Science, Unit 6, Grade 2, Teacher's Guide. ED 161 633
Undergraduate Internships for Social Science Majors: Development and Longitudinal Evaluation of a Model Program. ED 161 812

Social Services
Building Black-Controlled Family Agencies: Benefits and Impediments. ED 162 016
The Struggle for Equal Opportunity: Strategies for Social Welfare Action. ED 162 009//
Urban Needs: A Bibliography and Directory for Community Resource Centers. ED 162 037//
Victims of Rape. ED 160 971

Social Status
Changes in Personality Impressions Formed by Status-Oriented Individuals who Differ in Need-for-Social Approval (NA) or Locus-of-Control Reinforcement. ED 160 937
Perceived Blockages in the Occupational Attainment of Southern Black Youth. ED 162 010
Space and Social Order. Discussion Paper No. 514-78. ED 162 043
The State of Black America, 1978. ED 161 970

Social Structure
Gimme, It's Mine!: Children's Concepts of Ownership as Revealed in Interaction. ED 161 553

Social Studies
Australian Item Bank Program: Handbook for Social Science Item Bank. ED 161 908//
Australian Item Bank Program: Social Science Item Bank. ED 161 907//
Changes in Social Studies Performance, 1972-76. Selected Results from the Second Assessment of Social Studies. ED 161 791
Differences in Students' Interest toward Five Areas of the Social Studies. ED 161 807
Directory of Social Studies/Social Science Service Organizations. Second Edition. ED 161 772
Strategies for Equality: Guidance, Social Studies, Physical Education. ED 162 027
Toward Civic Responsibility. ED 161 808
Using Research Methods in Elementary and Middle School Social Studies Classes. ED 161 815

Social Studies Units
Contemporary American Issues. ED 161 753//

Social Systems
The Neighborhood Factor in Problem Coping, Help Seeking and Social Support: Research Findings and Suggested Policy Implications. ED 160 968

Social Values
Competency-Based Education Viewed from The System.'' ED 160 732
Private Ethics and Civic Virtue. ED 161 776
Socio-Political Use of Physical Activity in the United States, The Soviet Union and China. ED 161 858
Sources of Values Influencing Educational Evaluation. Research, Evaluation, Development Paper Series No. 7. ED 161 889
Sport in the People's Republic of China: Selected Issues. ED 161 855

Social Welfare
The Struggle for Equal Opportunity: Strategies for Social Welfare Action. ED 162 009//

Social Work
Social Work Practice with American Indians. A Schema for the Identification and Inclusion of American Indian Content Into the Social Work Curriculum. ED 161 563

Social Workers
Case Management for Children's Protective Services. ED 160 906

Socialization
Beggers, Builders, Brothers. ED 161 179
Communal Parents' Perceptions of Child Rearing. ED 161 784
Gimme, It's Mine!: Children's Concepts of Ownership as Revealed in Interaction. ED 161 553
The Influence of Child Person-Orientation on Adult Method of Eliciting Moral Behavior. ED 160 947

Sociocultural Patterns
Empathy for a Second Culture: Motivations and Techniques. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5. ED 161 251//
Moving Closer: An Ethnography of a Southern Desegregated School. ED 161 969
Walking Through History. The Seaports of Black Rock and Southport. ED 161 780

Socioeconomic Influences
The Public Administration of the Public Schools: Complex Policy Models of Educational Achievement. Final Report. ED 161 146

Socioeconomic Status
American Ethnic Groups. ED 162 032//
Employment and Economic Issues of Low-Income Women: Report of a Project. ED 162 045
The Filipinos in Mountain View, California: A Census Type, Socioeconomic Survey. ED 161 995
Labor Market Structures and Job Mobility. Discussion Paper No. 505-78. ED 162 047
Poverty and Health: Economic Causes and Consequences of Health Problems. ED 162 008//
Review of Research in Parental Involvement in Education, Interim Report: Low SES and Minority Student Achievement Study. ED 161 980
Women at Work in Los Angeles County. ED 161 985

Sociolinguistics
The Dynamics of English as an International, Foreign, Second and Auxiliary Language. ED 161 269
Some Reflections on the Role of Linguistics in the Preparation of Bilingual/ Cross-Cultural Teachers. Bilingual Education Paper Series, Vol. 1, No. 12. ED 161 274

Sociology
An Advanced Reader in Chinese Sociology-Anthropology. ED 161 283//
The Conditions of Ethnic Separatism: The Kurds in Turkey, Iran, and Iraq. ED 161 813
Undergraduate Internships for Social Science Majors: Development and Longitudinal Evaluation of a Model Program. ED 161 812

Sociometric Techniques
The Effects of Role Playing in Elementary School Classrooms on Children with Low Sociometric Status. Final Report 50.3. ED 161 837

Sociopsychological Services
Child Mental Health and Psychosocial Development. Report of a WHO Expert Committee. Technical Report Series No. 613. ED 161 538

Soil Science
Application of Sludges and Wastewaters on Agricultural Land: A Planning and Educational Guide, MCD-35. Research Bulletin 1090. ED 161 750

Solid Wastes
National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Solid Waste. ED 161 742

Song Books
SCDC Spanish Curricula Units. Fine Arts Strand, Unit 7, Grade 3, Supplement & Ditto Packet. ED 161 646

Sororities
Perceptions of Sorority and Fraternity Rush. Survey Report. Student Life Research Service. ED 161 322

South Dakota
Liberty and Justice for All. ED 161 599

Southern Rural Development Center
Annual Progress Report, 1978. Southern Rural Development Center, Mississippi State University. SRDC Series Publication No. 28. ED 161 603

Southern States
Annual Progress Report, 1978. Southern Rural Development Center, Mississippi State University. SRDC Series Publication No. 28. ED 161 603

Space
Distress vs. Non-Distress Approach and the Personal Space of Masculine, Feminine, and Androgynous Subjects. ED 160 934

Space Classification
The Use of Space for Instruction, Fall 1977. ED 161 495

Space Sciences
Apollo-Soyuz Pamphlet No. 1: The Flight. Apollo-Soyuz Experiments in Space. ED 161 717
Mars: The Viking Discoveries. ED 161 728

Space Utilization
Space and Social Order. Discussion Paper No. 514-78. ED 162 043
The Use of Space for Instruction, Fall 1977. ED 161 495

Spache Readability Formula
Time-Saving Tables for Computing the Spache Revised Readability Formula. ED 160 983

Spanish
The Acquistion of Intervocalic Consonants in Mexican Spanish: A Cross-Sectional Study Based on Imitation Data. Papers and Reports on Child Language Development, No. 9. ED 161 268
Language Contact: Spanish in the 70's. Papers in Linguistics, 1974-1977: A Collection of M.A. Papers from Students in the Linguistics Department of Northeastern Illinois University. ED 161 292
SCDC Spanish Curricula Units. Fine Arts Strand, Unit 6, Grade 2, Supplement & Ditto Packet. ED 161 638
SCDC Spanish Curricula Units. Fine Arts Strand, Unit 6, Grade 2, Teacher's Guide Multi-Ethnic Edition. ED 161 637
SCDC Spanish Curricula Units. Fine Arts Strand, Unit 8, Grade 3, Supplement & Ditto Packet. ED 161 651
SCDC Spanish Curricula Units. Fine Arts Strand, Unit 9, Grade 3, Supplement & Ditto Packet. ED 161 626
SCDC Spanish Curricula Units. Fine Arts Strand, Unit 9, Grade 3, Teacher's Guide. ED 161 625
SCDC Spanish Curricula Units. Fine Arts, Unit 10, Grade 3, Supplement & Ditto Packet. ED 161 614
SCDC Spanish Curricula Units. Fine Arts, Unit 10, Grade 3, Teacher's Guide. ED 161 613
SCDC Spanish Curricula Units. Language Arts Strand, Unit 9, Grade 3, Teacher's Guide. ED 161 621
SCDC Spanish Curricula Units. Language Arts, Unit 10, Grade 3, Supplement & Ditto Packet. ED 161 612
SCDC Spanish Curricula Units. Language Arts, Unit 10, Grade 3, Teacher's Guide. ED 161 611
SCDC Spanish Curricula Units. Language Arts, Unit 6, Grade 2, Supplement & Ditto Packet. ED 161 630
SCDC Spanish Curricula Units. Language Arts, Unit 6, Grade 2, Teacher's Guide. ED 161 629
SCDC Spanish Curricula Units. Science/Math Strand, Unit 9, Grade 3, Teacher's Guide. ED 161 627
SCDC Spanish Curricula Units. Science/Math, Unit 10, Grade 3, Supplement & Ditto Packet. ED 161 616
SCDC Spanish Curricula Units. Spanish SL Strand, Unit 10, Grade 3, Supplement & Ditto Packet. ED 161 610
SCDC Spanish Curricula Units. Spanish SL Strand, Unit 10, Grade 3, Teacher's Guide. ED 161 609
SCDC Spanish Curricula Units. Spanish SL Strand, Unit 3, Grade One, Supplement & Ditto Packet. ED 161 585
SCDC Spanish Curricula Units. Spanish SL Strand, Unit 3, Grade One, Teacher's Guide. ED 161 584
SCDC Spanish Curricula Units. Spanish SL Strand, Unit 4, Grade Two, Supplement & Ditto Packet. ED 161 592
SCDC Spanish Curricula Units. Spanish SL Strand, Unit 4, Grade Two, Teacher's Guide. ED 161 591
SCDC Spanish Curricula Units. Spanish SL Strand, Unit 6, Grade 2, Supplement & Ditto Packet. ED 161 632
SCDC Spanish Curricula Units. Spanish SL Strand, Unit 7, Grade 3, Supplement & Ditto Packet. ED 161 649
SCDC Spanish Curricula Units. Spanish SL Strand, Unit 7, Grade 3, Teacher's Guide Multi-Ethnic Edition. ED 161 648
SCDC Spanish Curricula Units. Spanish SL Strand, Unit 8, Grade 3, Supplement & Ditto Packet. ED 161 659
SCDC Spanish Curricula Units. Spanish SL Strand, Unit 8, Grade 3, Teacher's Guide Multi-Ethnic Edition. ED 161 658
SCDC Spanish Curricula Units. Spanish SL Strand, Unit 9, Grade 3, Supplement & Ditto Packet. ED 161 624
SCDC Spanish Curricula Units. Spanish SL Strand, Unit 9, Grade 3, Teacher's Guide. ED 161 623
SCDC Spanish Curricula Units. Spanish SL, Unit 6, Grade 2, Teacher's Guide. ED 161 631
Spanish-Language Assessment in a Bilingual Teacher Education Program. ED 161 878

Spanish (Second Language)
SCDC Spanish Curricula Units. Spanish SL Strand, Unit 10, Grade 3, Supplement & Ditto Packet. ED 161 610
SCDC Spanish Curricula Units. Spanish SL Strand, Unit 10, Grade 3, Teacher's Guide. ED 161 609
SCDC Spanish Curricula Units. Spanish SL Strand, Unit 3, Grade One, Supplement & Ditto Packet. ED 161 585
SCDC Spanish Curricula Units. Spanish SL Strand, Unit 3, Grade One, Teacher's Guide. ED 161 584
SCDC Spanish Curricula Units. Spanish SL Strand, Unit 4, Grade Two, Teacher's Guide. ED 161 591
SCDC Spanish Curricula Units. Spanish SL Strand, Unit 6, Grade 2, Supplement & Ditto Packet. ED 161 632
SCDC Spanish Curricula Units. Spanish SL Strand, Unit 7, Grade 3, Supplement & Ditto Packet. ED 161 649
SCDC Spanish Curricula Units. Spanish SL Strand, Unit 7, Grade 3, Teacher's Guide Multi-Ethnic Edition. ED 161 648
SCDC Spanish Curricula Units. Spanish SL Strand, Unit 8, Grade 3, Supplement & Ditto Packet. ED 161 659
SCDC Spanish Curricula Units. Spanish SL Strand, Unit 8, Grade 3, Teacher's Guide Multi-Ethnic Edition. ED 161 658
SCDC Spanish Curricula Units. Spanish SL Strand, Unit 9, Grade 3, Supplement & Ditto Packet. ED 161 624
SCDC Spanish Curricula Units. Spanish SL Strand, Unit 9, Grade 3, Teacher's Guide. ED 161 623
SCDC Spanish Curricula Units. Spanish SL, Unit 6, Grade 2, Teacher's Guide. ED 161 631

Spanish Literature
Literary Studies in a Broader Context. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5. ED 161 249//

Spanish Speaking
Guidelines for Selecting Test Instruments and Procedures for Assessing the Needs of Bilingual Children and Youth. Part I: Guidelines for Determining Student Eligibility for Bilingual Instruction. Part II: Revised Guidelines for Selecting Test Instruments and Procedures in Bilingual Instruction. ED 161 951
Intermediate SCDC Spanish Curricula Units. Language Arts, Unit 1, Kits 1-4, Teacher's Guide. ED 161 596
Postsecondary Education and the Hispanic Student. ED 161 319
SCDC Spanish Curricula Units. Fine Arts Strand, Unit 3, Grade One, Teacher's Guide Multi-Ethnic Edition. ED 161 586
SCDC Spanish Curricula Units. Fine Arts Strand, Unit 7, Grade 3, Supplement & Ditto Packet. ED 161 646
SCDC Spanish Curricula Units. Fine Arts Strand, Unit 7, Grade 3, Teacher's Guide Multi-Ethnic Edition. ED 161 645
SCDC Spanish Curricula Units. Fine Arts Strand, Unit 8, Grade 3, Teacher's Guide Multi-Ethnic Edition. ED 161 650
SCDC Spanish Curricula Units. Fine Arts, Unit 10, Grade 3, Teacher's Guide. ED 161 613
SCDC Spanish Curricula Units. Fine Arts, Unit 4, Grade Two, Teacher's Guide. ED 161 639
SCDC Spanish Curricula Units. Fine Arts, Unit 4, Grade 2, Supplements & Ditto Packet. ED 161 640
SCDC Spanish Curricula Units. Language Arts Strand, Unit 7, Grade 3, Teacher's Guide Multi-Ethnic Edition. ED 161 647
SCDC Spanish Curricula Units. Language Arts Strand, Unit 8, Grade 3, Supplement & Ditto Packet. ED 161 657
SCDC Spanish Curricula Units. Language Arts Strand, Unit 8, Grade 3, Teacher's Guide Multi-Ethnic Edition. ED 161 656
SCDC Spanish Curricula Units. Language Arts Strand, Unit 9, Grade 3, Supplement & Ditto Packet. ED 161 622
SCDC Spanish Curricula Units. Language Arts Strand, Unit 9, Grade 3, Teacher's Guide. ED 161 621
SCDC Spanish Curricula Units. Language Arts, Unit 10, Grade 3, Teacher's Guide. ED 161 611
SCDC Spanish Curricula Units. Language Arts, Unit 4, Grade Two, Supplement & Ditto Packet. ED 161 594
SCDC Spanish Curricula Units. Language Arts, Unit 4, Grade Two, Teacher's Guide. ED 161 593
SCDC Spanish Curricula Units. Science/Math Strand, Unit 1, Grade One, Teacher's Guide. ED 161 582
SCDC Spanish Curricula Units. Science/Math Strand, Unit 3, Grade One, Supplement & Ditto Packet. ED 161 588
SCDC Spanish Curricula Units. Science/Math Strand, Unit 3, Grade One, Teacher's Guide Multi-Ethnic Edition. ED 161 587
SCDC Spanish Curricula Units. Science/Math Strand, Unit 4, Grade Two, Teacher's Guide. ED 161 589
SCDC Spanish Curricula Units. Science/Math Strand, Unit 4, Grade 2, Supplements & Ditto Packet. ED 161 590
SCDC Spanish Curricula Units. Science/Math Strand, Unit 6, Grade 2, Teacher's Guide Multi-Ethnic Edition. ED 161 635
SCDC Spanish Curricula Units. Science/Math Strand, Unit 7, Grade 3, Supplement & Ditto Packet. ED 161 644
SCDC Spanish Curricula Units. Science/Math Strand, Unit 7, Grade 3, Teacher's Guide Multi-Ethnic Edition. ED 161 643
SCDC Spanish Curricula Units. Science/Math Strand, Unit 8, Grade 3, Supplement & Ditto Packet. ED 161 653
SCDC Spanish Curricula Units. Science/Math Strand, Unit 8, Grade 3, Teacher's Guide Multi-Ethnic Edition. ED 161 652
SCDC Spanish Curricula Units. Science/Math, Unit 1, Grade One, Supplement & Ditto Packet. ED 161 583
SCDC Spanish Curricula Units. Science/Math, Unit 10, Grade 3, Teacher's Guide. ED 161 615
SCDC Spanish Curricula Units. Social Science Strand, Unit 6, Grade 2, Supplement & Ditto Packet. ED 161 634
SCDC Spanish Curricula Units. Social Science Strand, Unit 7, Grade 3, Supplement & Ditto Packet. ED 161 642
SCDC Spanish Curricula Units. Social Science Strand, Unit 7, Grade 3, Teacher's Guide Multi-Ethnic Edition. ED 161 641
SCDC Spanish Curricula Units. Social Science Strand, Unit 8, Grade 3, Teacher's Guide Multi-Ethnic Edition. ED 161 654
SCDC Spanish Curricula Units. Social Science Strand, Unit 9, Grade 3, Supplement & Ditto Packet. ED 161 620
SCDC Spanish Curricula Units. Social Science Strand, Unit 9, Grade 3, Teacher's Guide. ED 161 619
SCDC Spanish Curricula Units. Social Science, Unit 10, Grade 3, Supplement & Ditto Packet. ED 161 618
SCDC Spanish Curricula Units. Social Science, Unit 10, Grade 3, Teacher's Guide. ED 161 617
SCDC Spanish Curricula Units. Social Science, Unit 6, Grade 2, Teacher's Guide. ED 161 633
Third World Students and Counseling: A Selected Bibliography. ED 160 938

Special Education
Vocational and Special Education. Program Review. A Study Conducted on Behalf of the State of Alaska Department of Education Dr. Marshall Lind, Commissioner. ED 160 735

Special Health Problems
The Behavioral Treatment of Obesity in Adolescent Boys. ED 161 190
Resolution of Misconceptions of Latency and Adolescent Sicklers. ED 160 943

Special Programs
The Education of Gifted and Talented - A Basic Overview. ED 161 223
Evaluation of Selected New York City Board of Education Umbrella Programs for the 1974-1975 School Year. ED 161 962
Gifted and Talented Students. What Research Says to the Teacher. ED 161 222
Project Overview. ED 161 170

Special Services
How to Help Your Child: A Guide for Parents of Multiply Handicapped Children. ED 161 193

Speech
Report of the Phonology Laboratory, No. 2. ED 161 294
Status Report on Speech Research: A Report on the Status and Progress of Studies on the Nature of Speech, Instrumentation for Its Investigation, and Practical Applications, April 1-June 30, 1978. ED 161 096

Speech Communication
Business and Organizational Communication: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' January through October 1978 (Vol. 38 No. 7 through Vol. 39 No. 4). ED 161 088
Communication Arts in the Ancient World. ED 161 108//
Elements of Self-Disclosure. ED 161 099
Exercises in Persuasion. ED 161 098
The Misfit between the Speech Communication Field and the Needs of Business and Industry. ED 161 100
On Getting Published: An Editor's Perspective. ED 161 102
Self-Disclosure as a Relationship Disengagement Strategy: An Exploratory Investigation. ED 161 104
Speech Communication and Communication Processes: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' April and May 1978 (Vol. 38 Nos. 10 and 11). ED 161 109
Speech Communication and Communication Processes: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' June through July 1978 (Vol. 38 No. 12 through Vol. 39 No. 1). ED 161 107
Status Report on Speech Research: A Report on the Status and Progress of Studies on the Nature of Speech, Instrumentation for Its Investigation, and Practical Applications, April 1-June 30, 1978. ED 161 096
Thematic Issue: International/Intercultural Communication. ED 161 103
Types of Private Speech Produced by Hyperactive and Non-Hyperactive Boys. ED 161 197
The Use of Gestures in Consecutive Interpretation. ED 161 273
Writing and Learning Across the Curriculum 11-16. ED 161 064//

Speech Curriculum
The Misfit between the Speech Communication Field and the Needs of Business and Industry. ED 161 100

Speech Skills
Language, Speech, and Communication Skills Training: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' January through June 1978 (Vol. 38 Nos. 7 through 12). ED 161 101
Status Report on Speech Research: A Report on the Status and Progress of Studies on the Nature of Speech, Instrumentation for Its Investigation, and Practical Applications, April 1-June 30, 1978. ED 161 096
Types of Private Speech Produced by Hyperactive and Non-Hyperactive Boys. ED 161 197

Speeches
Thanksgiving Address of the North American Indian Ohenton Kariwatehkwen. ED 161 576//

Spelling
Spelling Out an Approach to Spelling: Using the N-ABELS Vocabulary to Build an Individualized Spelling Program. ED 161 066

Spelling Instruction
Language Arts Skills and Instruction: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' January through June 1978 (Vol. 38 Nos. 7 through 12). ED 161 081
Spelling Out an Approach to Spelling: Using the N-ABELS Vocabulary to Build an Individualized Spelling Program. ED 161 066

Staff Improvement
Georgia's State Plan for Staff Development. ED 161 852
Personal & Professional Development: An Individualized Approach. Keys to Community Involvement Series: 5. ED 161 121
Region V Invitational Workshop on Professional Development. Final Evaluation Report. ED 160 788
Staff Development for Student Personnel Services in the Los Angeles Community College District. ED 161 488
Targets of Opportunity: Strategies for Managing a Staff Development Consortium. ED 161 485
Training Teachers for Parent Conferencing: A New Horizon for the School Counselor. ED 160 950

Staff Role
Handbook on the Organization and Administration of a Student Job Placement Service for a Secondary School. ED 160 810
A Model Career Counseling and Placement Program. ED 160 792
New Hampshire High School Career Education Model. Final Evaluation Report. ED 160 782
The New Hampshire High School Career Education Model. Final Report. ED 160 781

Staff Utilization
An Analysis of Alternatives for the Implementation of Part A, Sec. 111 (2) (A) and (B) Payment to States of Public Law 94-482. Final Report. ED 160 873
Teacher Workload. Bibliographies in Education No. 63. ED 161 827

Standard Spoken Usage
Project Straight-Talk. ED 161 422

Standardized Tests
Evaluation Acceptance in Elementary School Teachers: A Construct Validation and Description of the Meaning of Standardized Achievement Testing. ED 161 942
Evolution of Educational Measurement in the 1970's: Changes in Elementary Level Standardized Tests. ED 161 943
The Uses of Student Market Segmentation Techniques in College Recruitment. AIR Forum Paper 1978. ED 161 402

Standards
The Discrepancy Evaluation Model: A Strategy for Improving a Simulation and Determining Effectiveness. ED 161 880
Safety Standards Plan for Middlesex County Vocational & Technical High Schools. ED 160 866

State Agencies
Black Employment in Kentucky State Agencies, Seventh Report. An Analysis of Job Levels, Salaries and Hiring Patterns as of November, 1975. ED 161 974
Procedures for Identifying Specific Learning Disabilities. ED 161 175

State Aid
Federal Aid, Urban Schools and State Responsibility for Quality of Life. ED 161 971
Report on a Pilot Project in Performance Funding. AIR Forum Paper 1978. ED 161 388

State Boards of Education
Review of Academic Degree Programs: Striving to Keep Higher Education Viable in a Time of Limited Resources. AIR Forum Paper 1978. ED 161 390
Washington State System of Community Colleges. ED 161 479

State Colleges
Long-Range Financial Planning in Minnesota: Exploring State Level Issues, Problems and Alternatives. AIR Forum Paper 1978. ED 161 375

State Curriculum Guides
Developmental Draft for Regents Chemistry Syllabus. ED 161 752
Validation of Agricultural Mechanics Curriculum Manual. ED 160 819

State Departments of Education
1977 State Abstracts: The State Capacity Building Program. ED 161 444
1977 State Reports: The State Capacity Building Program. ED 161 443

State Federal Aid
Title I ESEA, Fiscal Year 1976. Commonwealth of Massachusetts. ED 162 006

State Government
Black Employment in Kentucky State Agencies, Seventh Report. An Analysis of Job Levels, Salaries and Hiring Patterns as of November, 1975. ED 161 974
Federal Aid, Urban Schools and State Responsibility for Quality of Life. ED 161 971
Indian Employment in New Mexico State Government. ED 161 566
Indian Employment in New Mexico State Government: 1977. ED 161 567
The Quest for Equal Employment Opportunity in Oklahoma State Government. A Report Prepared by the Oklahoma Advisory Committee to the United States Commission on Civil Rights. ED 162 011
State Postsecondary Education Institutional Authorization and Oversight. A National Report and Inservice Education Program. Summary and Synthesis of the Conference. ED 161 326

State Legislation
Because It Is Right Educationally. A Ten-Year Report. Principles Governing Massachusetts Board of Education Integration Policy Decisions, 1965-1975. ED 162 019
GED Testing: The High School Equivalency Diploma Preparation for Health Career Advancement for American Indians and Alaska Natives. ED 161 959
Regulations Pertaining to Section 8 of Chapter 636 of the Acts of 1974, Regarding Magnet School Facilities (Subsection 37I), and Magnet Educational Programs (Subsection 37J). ED 162 020
The Role of Academic Senates in California Community Colleges: A Position Paper. ED 161 481
State of Iowa Plan for Physical Education for Handicapped Students. Discussion Copy. ED 161 237

State Libraries
Texas State Library: Library Services and Construction Act. Annual Report, FFY 1977. ED 161 427

State of the Art Reviews

Computers for Learning: The Uses of Computer-Assisted Instruction (CAI) in California Public Schools. ED 161 433

Implied Orders As A Basis For Tailored Testing. Final Report. Technical Report No. 6. ED 161 922

The In-Service Education of Teachers. Trends, Processes, and Prescriptions. ED 161 833/

State Police

Women Traffic Officer Project. Final Report. ED 160 825

State Programs

Alabama Vocational Management Information System. Final Report. ED 160 888

Annual Report on State Research Coordinating Unit Activities for the Period October 1, 1976-September 30, 1977. Fiscal Year 1977. ED 160 771

Criteria for Modern School Library Media Programs. ED 161 440

Final Technical Report of the Pennsylvania Regional Resource Center. June 1, 1974 Through May 31, 1977. ED 161 230

The Florida Accountability Program: An Evaluation of Its Educational Soundness and Implementation. ED 161 954

GED Testing: The High School Equivalency Diploma. Preparation for Health Career Advancement for American Indians and Alaska Natives. ED 161 959

Georgia's State Plan for Staff Development. ED 161 852

Index of Interim, Supplemental, and Final Reports from Career Education Pilot Projects Supported under Part C and Part D of Public Law 90-576. ED 160 894

Integrating Postsecondary Program Planning and Employment Demand. AIR Forum Paper 1978. ED 161 371

Interpretive Manual. The First Report of the 1977-78 Michigan Educational Assessment Program. ED 161 949

Kentucky Educational Assessment Program 1976. State Summary. ED 161 936

Profiles of School District Performance 1976-77. A Guide to Interpretation. ED 161 881

Report of the Michigan Educational Assessment Program's External Advisory Panel on Evaluation. ED 161 950

A Resource Manual for the Development and Evaluation of Special Programs for Exceptional Students. Volume II-E: Emotionally Handicapped. Revised Edition. ED 161 226

State of Iowa Plan for Physical Education for Handicapped Students. Discussion Copy. ED 161 237

Technical Report of the California Assessment Program. ED 161 882

1977 State Abstracts: The State Capacity Building Program. ED 161 444

1977 State Reports: The State Capacity Building Program. ED 161 443

State School District Relationship

New York State Consortium for Career Education. Career Education Program, July 1, 1975-June 30, 1976. Project Performance Report, Volume 1. ED 160 779

New York State Consortium for Career Education. Career Education Program, July 1, 1975-June 30, 1976. Project Performance Report, Volume 2. ED 160 780

State Standards

1979-80 Budget Process. Phase I: Educational Programs. Procedures Manual. ED 161 487

State Surveys

Access to Knowledge. Volume II. Data Collection and Analysis: An Appendix to The Report of the Florida Commission on Educational Outreach and Service. ED 160 737

Differences in Students' Interest toward Five Areas of the Social Studies. ED 161 807

Withdrawal Policies of Michigan's Public Community Colleges. ED 161 494

State Universities

The Relationship Between Program Cost and Economic Return: The Case of One Public University. AIR Forum Paper 1978. ED 161 387

Using Comparative Data in the Development of an Investment Needs Model For the State of Michigan. AIR Forum Paper 1978. ED 161 403

State University of Nebraska

Characteristics of SUN Learners (First and Second Offering). Statistical Summary No. 1. ED 161 307

Characteristics of SUN Learners (First Five Offerings). Statistical Summary No. 4. ED 161 309

Characteristics of SUN Learners (First Four Offerings). Statistical Summary No. 3. ED 161 308

An Examination of Goals of Potential and Actual Learners: University of Mid-America/State University of Nebraska. Working Paper No. 1 and Executive Summary. ED 161 310

State University System of Florida

Enrollment Projections When the System Changes. AIR Forum Paper 1978. ED 161 354

Statewide Planning

Are Statewide Data Systems Meeting the Local Institution's Needs? AIR Forum Paper 1978. ED 161 337

Enrollment Projections When the System Changes. AIR Forum Paper 1978. ED 161 354

Long-Range Financial Planning in Minnesota: Exploring State Level Issues, Problems and Alternatives. AIR Forum Paper 1978. ED 161 375

Maryland Fire-Rescue Education and Training System. Organizational Design. ED 160 832

Part-Time Faculty: A Statewide Model for Development. ED 161 484

Plan for Comprehensive Vocational, Technical and Adult Post-Secondary Education Services to Wisconsin through 1980. ED 160 811

Report on the Study of Cooperative Materials Examination Centers for Wisconsin. ED 161 451

Review of Academic Degree Programs: Striving to Keep Higher Education Viable in a Time of Limited Resources. AIR Forum Paper 1978. ED 161 390

Statistical Analysis

Applying Experimental Designs to Large-Scale Program Evaluation. Research Paper No. 2. ED 161 676

Chi Square or K-S? That is the Question. ED 161 900

Estimating the Number of Newly Certified Teachers Who Do Not Enter Teaching in Michigan Public Schools. ED 161 838

An Examination of Sampling Characteristics of Some Analytic Factor Transformation Techniques. ED 161 891

Has the Golden Age of Higher Education Come to an Abrupt End? AIR Forum Paper 1978. ED 161 362

Psychometrics, Mathematical Psychology, and Cognition: Confessions of a Closet Psychometrician. Technical Report No. 10. ED 161 958

Sources of Change in Student Credit Hour Demand in Multi-Unit Colleges and Universities. AIR Forum Paper 1978. ED 161 392

Technical Report of the California Assessment Program. ED 161 882

Statistical Bias

Bias Resulting from Nonresponse: Methodology and Findings, Revised. Technical Report on NLS Base-Year Estimates. ED 161 918

Statistical Data

Bias Resulting from Nonresponse: Methodology and Findings, Revised. Technical Report on NLS Base-Year Estimates. ED 161 918

School File Documentation. National Longitudinal Study of the High School Class of 1972. ED 161 920

Statistics of Educational Attainment and Illiteracy, 1945-1974. Unesco Statistical Reports and Studies, No. 22. ED 160 769

The Status of Handicapped Children in Head Start Programs. Fifth Annual Report of the U.S. Department of Health, Education, and Welfare to the Congress of the U.S. on Services Provided to Handicapped Children in Project Head Start. ED 161 181

Statistical Surveys

Profiles of Manpower in Science and Technology. ED 161 713

Responsibility for Educational Tasks: Role Perceptions in West Virginia. ED 161 847

Statistical Handbook of Science Education. ED 161 663

Statistics

Title I ESEA, Fiscal Year 1976. Commonwealth of Massachusetts. ED 162 006

Stenography

A Study to Determine the Utilization of Shorthand in Pennsylvania Offices. ED 160 886

Stereotypes

Aspects of Ethnicity: Understanding Differences in Pluralistic Classrooms. ED 162 039//

The Dilution of Stereotypes: When Non-Information'' is Informative. ED 160 962

Stimulus Behavior

Distress vs. Non-Distress Approach and the Personal Space of Masculine, Feminine, and Androgynous Subjects. ED 160 934

Stress (Phonology)

Development of Rhythm in Early Phonology. Papers and Reports on Child Language Development, No. 12. ED 161 296

Stress Variables

Altering Test Environments for Reducing Test Anxiety and for Improving Academic Performance. ED 161 946

An Epidemiological Study of School Achievement: Implications for Theory and Research. ED 161 561

Performance Decrements Following Stress: Learned Helplessness, Passive Uncontrollability, or Distrust? ED 160 954

Structural Analysis

Alternative Outcomes of Reading Comprehension: New Verbal Strategies. ED 160 992

Handbook of Semantic Word Norms. ED 161 271//

Positive and Negative Semantic Markers in Psychological Research: Does It Matter if Society Makes Love or War? ED 161 775

Structural Grammar

Discourse Functions of Inversion Constructions. Technical Report No. 98. ED 160 998

Structure of Intellect

Communication and Beyond. The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9. ED 161 258//

Student Adjustment

A Model for a Human Potential Seminar in a Small, Private Junior College. ED 161 503

Student Application

Admissions-Yield and Persistence Analysis. AIR Forum Paper 1978. ED 161 335

Student Attitudes

The Affective Reporting System. ED 161 961

Analysis of Factors Related to Attitudes toward Supervised Occupational Experience Program Record Keeping among Agricultural Education Undergraduates at Iowa State University. ED 160 775

Assessing Attitudinal Outcomes. The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9. ED 161 265//

Competence and Sex Prejudice Is the Latter Disappearing? ED 160 916

Differences in Students' Interest toward Five Areas of the Social Studies. ED 161 807

The Only Pre-Writing'' That Counts Motivation. ED 161 039

Perception of Locus of Control as a Predictor of Attitude Toward Students' Evaluation of University Faculty. AIR Forum Paper 1978. ED 161 381

Reading Instruction: The Affective Domain Measuring Affective Growth in Reading.'' ED 160 990

School Desegregation: Outcomes for Children. Findings in Search of a Theory. ED 161 975

School Health Curriculum Project for Southeastern Michigan. Evaluation Report: School Implementation of Program. ED 161 901

Student Behavior

Adapting Teaching Styles to Learning Styles. ED 161 870

Comprehensive Career Guidance. Developing Self Worth. Staff Development K-6. ED 160 848

Comprehensive Career Guidance. Improving Classroom Behavior. Staff Development K-6. ED 160 845

Comprehensive Career Guidance. Responsible Assertiveness Training. Staff Development K-6. ED 160 849

Sex Differences in Classroom Participation. ED 160 911

Student Centered Curriculum

Student Learning in the Open University The Provision of Diversity in a Distance Education System. AIR Forum Paper 1978. ED 161 396

Student Certification

GED Testing: The High School Equivalency Diploma. Preparation for Health Career Advancement for American Indians and Alaska Natives. ED 161 959

Student Characteristics

Adapting Teaching Styles to Learning Styles. ED 161 870

Admissions-Yield and Persistence Analysis. AIR Forum Paper 1978. ED 161 335

An Appraisal of the Industrial Cooperative Education Program Based on Responses from Students and Employers. Supplemental Report No. 3: The Women Students. ED 161 498

An Appraisal of the Industrial Cooperative Education Program Based on Selected Characteristics of the Students and Their Academic Performance. ED 161 497

Characteristics of SUN Learners (First and Second Offering). Statistical Summary No. 1. ED 161 307

Characteristics of SUN Learners (First Five Offerings). Statistical Summary No. 4. ED 161 309

Characteristics of SUN Learners (First Four Offerings). Statistical Summary No. 3. ED 161 308

Community College Enrollment: Trends and Implications. AIR Forum Paper 1978. ED 161 342

A Comparative Student Profile Study: Sunnyvale Center De Anza College Fall 1977 and 1978. ED 161 472

Compendium of Selected Data & Characteristics, 1977-78. ED 161 492

Ethnic and Class Bias in Teacher Expectations of Junior High School Students: A Test of the Bowles and Gintis Thesis. ED 161 821

An Examination of Goals of Potential and Actual Learners: University of Mid-America/State University of Nebraska. Working Paper No. 1 and Executive Summary. ED 161 310

Factor Analysis of Cognitive, Behavioral, Socioeconomic And Related Characteristics of Prekindergarten Children. Technical Paper #16. ED 161 917

Gifted and Talented Students. What Research Says to the Teacher. ED 161 222

No Easy Answers: The Learning Disabled Child. ED 161 182

Non-Returning Students, Spring 1978. ED 161 473

Perceptions of Sorority and Fraternity Rush. Survey Report. Student Life Research Service. ED 161 322

School Desegregation: Outcomes for Children. Findings in Search of a Theory. ED 161 975

Selected Characteristics, Classified & Unclassified (Regular) Students; Community Colleges, Fall 1978. ED 161 467

The Statistical Predictability of the Academic Performance of Registered Nursing Students at Macomb. Project No. 0141-77. ED 161 501

Texas Student Information System Non-Returning Student Sub-System. A Follow-Up Study. ED 161 463

The Uses of Student Market Segmentation Techniques in College Recruitment. AIR Forum Paper 1978. ED 161 402

1973 Career Graduates: A Profile of CUNY Community College Students. ED 161 470

Student College Relationship

Needs and Social Characteristics of the Re-Entered Student. ED 160 909

Pierce College Longitudinal Study: First Year Report. ED 161 482

Student Costs

Pricing Policy and the College Choice Process. AIR Forum Paper 1978. ED 161 385

Student Development

Locus of Control Change in College Students: A Future Role for Student Development. ED 160 933

Student Distribution

Sources of Change in Student Credit Hour Demand in Multi-Unit Colleges and Universities. AIR Forum Paper 1978. ED 161 392

Student Evaluation

Careers for Bilinguals. Volume One. Teacher's Manual. ED 160 726//

Comprehensive Career Guidance. Career Guidance Curriculum. Staff Development K-6. ED 160 844

Evaluating Women's Homemaking and Volunteer Experiences for College Credit. ED 160 772

The Feasibility of Using Work Evaluation as a Tool for Assessment in Adult Basic Education. Final Report. A Sub-Project of the Graduate Student Project, Phase II. ED 160 808

Guidelines for Selecting Test Instruments and Procedures for Assessing the Needs of Bilingual Children and Youth. Part I: Guidelines for Determining Student Eligibility for Bilingual Instruction. Part II: Revised Guidelines for Selecting Test Instruments and Procedures in Bilingual Instruction. ED 161 951

Student Evaluation of Teacher Performance

Enrollment Patterns of Occupational Non-Credit Students in the Two-Year College. ED 161 466

How to Make the Most Out of Course Evaluation Forms. ED 161 320

Long-Term Stability of Students' Evaluations: A Longitudinal Study. AIR Forum Paper 1978. ED 161 376

Validation of an Item Classification Scheme for a Student Rating Item Catalog. ED 161 883

Student Experience

An Investigation of the Effectiveness of Two Educational Programs in View of the Students' Previous Experiences. ED 161 879

Student Financial Aid

The Determination of the Financial Needs of Adult Part-Time Students in Postsecondary Education. Final Report, Volume I. ED 161 331

Simulation of Financial Needs and Contributions of Adult Part-Time Students. Final Report. Volume II. ED 161 330

Student Interests

Correspondence: A Medium Rediscovered. ED 161 072

Individualization and Personalization. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5. ED 161 250//

Student Journals

Journal Writing Across the Curriculum. ED 161 073

Student Leadership

Conducting Leadership Training Workshops. ED 160 816

Student Loan Programs

Status of Office of Education's National Direct Student Loan Funds at Selected Postsecondary Education Institutions. Report by the Comptroller General of the United States. ED 161 324

Student Motivation

Comprehensive Career Guidance. Developing Self Worth. Staff Development K-6. ED 160 848

Correspondence: A Medium Rediscovered. ED 161 072

Individualization and Personalization. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5. ED 161 250//

Student Needs

The Determination of the Financial Needs of Adult Part-Time Students in Postsecondary Education. Final Report, Volume I. ED 161 331

Georgia's State Plan for Staff Development. ED 161 852

Many Learners, Many Goals, Many Curricula. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5. ED 161 245//

Needs and Social Characteristics of the Re-Entered Student. ED 160 909

Postsecondary Education and the Hispanic Student. ED 161 319

Research Project on Students and Collective Bargaining. Final Report, Year One. ED 161 313

Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5. ED 161 243

Student Objectives

A Five-Year Perspective on Job Placement for JCCC Career Students (Classes of 1973-1977). ED 161 508

Student Opinion

Differences in Students' Interest toward Five Areas of the Social Studies. ED 161 807

A Long-Term Study of the Stability of Learning Environments. Research Paper No. 24. ED 161 685

Student Participation

Research Project on Students and Collective Bargaining. Final Report, Year One. ED 161 313

Survival Skills for Competency in High School and College. ED 160 986

Student Personnel Services

Leisure Exploration Service, Southern Illinois University, Carbondale, Illinois. ED 160 928

Student Personnel Work

Needs and Social Characteristics of the Re-Entered Student. ED 160 909

Student Personnel Workers

Locus of Control Change in College Students: A Future Role for Student Development. ED 160 933

The Student Personnel Worker as Teacher: Fostering Moral Devlopment in College Women. ED 160 930

Student Placement

The Role of Guidance in Business Education. ED 160 831

Student Projects

Survival Skills for Competency in High School and College. ED 160 986

Student Recruitment

Female Access to Careers in Engineering Technology. Exemplary Project in Vocational Education Conducted under Section 132 of Public Law 94-482. Final Report. ED 160 829

Pricing Policy and the College Choice Process. AIR Forum Paper 1978. ED 161 385

The Uses of Student Market Segmentation Techniques in College Recruitment. AIR Forum Paper 1978. ED 161 402

Student Responsibility

Guidelines for Student Rights and Responsibilities. Final Report of the Committee on Student Rights and Responsibilities. ED 161 160

Student Rights

Due Process in Special Education: A Step-by-Step Resource Manual for Hearing Officers. ED 161 174

Guidelines for Student Rights and Responsibilities. Final Report of the Committee on Student Rights and Responsibilities. ED 161 160

Student Rights and Discipline: Policies, Programs, and Procedures. ED 160 926

To Search or Not to Search! ED 160 936

Your Legal Rights and Responsibilities: A Guide for Public School Students. ED 162 040

Student Role

Research Project on Students and Collective Bargaining. Final Report, Year One. ED 161 313

Student Science Interests

Student Perception of the Classroom Learning Environment in Biology, Chemistry, and Physics Courses. Research Paper No. 12. ED 161 681

Student Teacher Relationship

Faculty Development in Individualized Education Project (1976-1978). Final Report. ED 161 315

Oral Reading Observation System Observer's Training Manual. ED 161 019

Student Teachers

A Competency Chart for Evaluating Student Teachers in Physical Education. ED 161 836

Student Teaching Concerns Before and After Student Teaching. ED 161 866

Student Teaching

The Teleconference. A Supervisory Procedure in Educational Clinical Experiences. ED 160 761

Student Testing

Evolution of Educational Measurement in the 1970's: Changes in Elementary Level Standardized Tests. ED 161 943

Kentucky Educational Assessment Program 1976. State Summary. ED 161 936

The Third Assessment of Science, 1976-77. Released Exercise Set. ED 161 686

Study Abroad

New Curricular Connections. The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9. ED 161 259//

Study Skills

Study Skills and Learning Strategies. Technical Report No. 104. ED 161 000

Survival Skills for Competency in High School and College. ED 160 986

Success Factors

National Home Start Evaluation. Interim Report V: Case Studies. ED 161 543

Successful Projects: Examining the Research. Keys to Community Involvement Series: 8. ED 161 124

Sudden Infant Death Syndrome

What to Say'' and What Not to Say'' to the Sudden Infant Death Syndrome Parent. ED 161 111

Summative Evaluation

The Developmental Testing of A101: A Follow-up Study. ED 161 446

The Discrepancy Evaluation Model: A Strategy for Improving a Simulation and Determining Effectiveness. ED 161 880

A Strategy for Evaluating the NSF Comprehensive Program for Teacher Education. Research Paper No. 1. ED 161 675

Uses and Abuses of Evaluation in Continuing Education Programs: On the Frequent Futility of Formative, Summative, and Justificative Evaluation. ED 160 734

Summer Programs

Poor Administration of the 1977 Summer Program for Economically Disadvantaged Youth in New York City. ED 161 997

Supervised Farm Practice

Analysis of Factors Related to Attitudes toward Supervised Occupational Experience Program Record Keeping among Agricultural Education Undergraduates at Iowa State University. ED 160 775

Supervision

Supervisory Management in the Water/Wastewater Field: Self Study Program. Revised Second Edition. Textbook and Student Manual. Lessons 1-7 and Appendix. Executive Programs of the Graduate School of Business Administration of Michigan State University. ED 161 662

Supervisory Training

Cost-Effective Position Management: A Training Program for Local VA Management. ED 160 804

Supplementary Textbooks

Apollo-Soyuz Pamphlet No. 1: The Flight. Apollo-Soyuz Experiments in Space. ED 161 717

Apollo-Soyuz Pamphlet No. 2: X-Rays, Gamma-Rays. Apollo-Soyuz Experiments in Space. ED 161 718

Apollo-Soyuz Pamphlet No. 3: Sun, Stars, In Between. Apollo-Soyuz Experiments in Space. ED 161 719

Apollo-Soyuz Pamphlet No. 4: Gravitational Field. Apollo-Soyuz Experiments in Space. ED 161 720

Apollo-Soyuz Pamphlet No. 5: The Earth from Orbit. Apollo-Soyuz Experiments in Space. ED 161 721

Apollo-Soyuz Pamphlet No. 6: Cosmic Ray Dosage. Apollo-Soyuz Experiments in Space. ED 161 722

Apollo-Soyuz Pamphlet No. 7: Biology in Zero-G. Apollo-Soyuz Experiments in Space. ED 161 723

Apollo-Soyuz Pamphlet No. 8: Zero-G Technology. Apollo-Soyuz Experiments in Space. ED 161 724

Apollo-Soyuz Pamphlet No. 9: General Science. Apollo-Soyuz Experiments in Space. ED 161 725

Suprasegmentals

Development of Rhythm in Early Phonology. Papers and Reports on Child Language Development, No. 12. ED 161 296

Supreme Court Litigation

Because It Is Right Educationally. A Ten-Year Report. Principles Governing Massachusetts Board of Education Integration Policy Decisions, 1965-1975. ED 162 019

Conflicting Compelling Interests: Notes toward a Communication Approach to Censorship of Sexually Explicit Material. ED 161 040

Your Legal Rights and Responsibilities: A Guide for Public School Students. ED 162 040

Surveys

The ISTA/RCPSS Professional Education Inservice Needs Assessment. ED 161 828

Report on the Study of Cooperative Materials Examination Centers for Wisconsin. ED 161 451

Reviews of Data on Science Resources, No. 32. Employment Patterns of Recent Entrants Into Science and Engineering. ED 161 701

Science Teaching in the Elementary Schools: A Survey of Practices. Circular Number 749. ED 161 702

The Volunteers Speak Again: The Second Annual Survey of Peace Corps Volunteers. ED 161 709

Survival Reading

Theme: Basic/Survival Reading Skills. ED 161 013

Suspension

Student Rights and Discipline: Policies, Programs, and Procedures. ED 160 926

Sweden

English Language Teaching Profile: Sweden. ED 161 287

Switzerland

Academic Entrepreneurs in University Decision Making. AIR Forum Paper 1978. ED 161 334

Symbolic Language

Visual Symbol Communication Instruction, Part I: Receptive Instruction. Experimental Edition. ED 161 212

Symbolic Play

Methodological Issues in Studying Symbolic Play. ED 161 547

Syntax

Adolescents' Understanding of Logical Connectives in a Sentence Memory Task. ED 161 001

Reader Expectations and the Poetic Line. ED 161 054

System of Interactive Guidance and Information

Sex Differences in the Career Decision-Making Process. Final Report. ED 160 833

Systematic Training in Effective Parenting

Comprehensive Career Guidance. Parent Education and Consultation. Staff Development K-6. ED 160 846

Systematics

Computerization of Synonymy Data from Biological Systematics. Museum Data Bank Research Report Number 9. ED 161 426

Systems Analysis

Competency-Based Education Viewed from The System.'' ED 160 732

Decision-Making in Educational Systems: The Experience in Three OECD Countries. Country Projects: Synthesis and Evaluation, Volume I. ED 161 794

Decision-Making in Educational Systems: The Experience in Three O.E.C.D. Countries. Country Reports: Summaries, Volume II. ED 161 795

Systems Approach

Planning Urban Education: New Ideas and Techniques to Transform Learning in the City. ED 161 984//

Systems Development

CBES An Efficient Implementation of the Coursewriter Language. ED 161 418

MCAID A Generalized Text Driver. ED 161 420

Project Straight-Talk. ED 161 422

Tables (Data)

Farm Population Estimates for 1977. Rural Development Research Report No. 4. ED 161 607

Time-Saving Tables for Computing the Spache Revised Readability Formula. ED 160 983

Tagmemic Analysis

Problem Definition for Problem Solvers: Applying Rhetorical Theory in Teaching Technical Writing. ED 161 035

Tailored Testing

Implied Orders As A Basis For Tailored Testing. Final Report. Technical Report No. 6. ED 161 922

Self-Paced Versus Paced Evaluation Utilizing Computerized Tailored Testing. ED 161 884

Tailor-APL: An Interactive Computer Program for Individual Tailored Testing. Technical Report No. 5. ED 161 886

Talent Development

Center for Career Education in the Arts. Annual Report, July 1, 1975 to June 30, 1976. ED 160 803

Evaluating Career Education in the Arts: The Arts Center, Pawtucket, Rhode Island. ED 160 802

Nurturing Academic Talent in Early Childhood: Math. ED 161 529

Nurturing Academic Talent in Early Childhood: Reading. ED 161 528

Nurturing Academic Talent in Early Childhood: Science. ED 161 530

Nurturing Creative Talent in Early Childhood. ED 161 531

Nurturing Intellectual Talent in Early Childhood. ED 161 527

Nurturing Leadership Talent in Early Childhood. ED 161 532

Nurturing Psychomotor Talent in Early Childhood. ED 161 534

Nurturing Talent in the Visual and Performing Arts in Early Childhood: Art and Music. ED 161 533

Talent Identification

Educational Planning for the Gifted. Overcoming Cultural, Geographic and Socioeconomic Barriers ED 161 173

The Education of Gifted and Talented - A Basic Overview. ED 161 223

Gifted and Talented Students. What Research Says to the Teacher. ED 161 222

Talented Students

The Education of Gifted and Talented - A Basic Overview. ED 161 223

Gifted and Talented Children: Update. Program 112. ED 161 210

Gifted and Talented Students. What Research Says to the Teacher. ED 161 222

Guidelines for Developing a Program for the Gifted and Talented. An Adaptation of a Model Provided by James Curry. ED 161 224

Highline's Career Education for Gifted & Talented Students. Annual Report. ED 160 796

Task Analysis

Competency Based Curriculum for Agricultural Occupations Programs Phase I Developing an Occupational Matrix and Completing a Job Title Purposive Study. Final Report. ED 160 820

Job Title Analysis for Selected Job Titles in Horticulture. Final Report. ED 160 889

Task Performance

Ratings of Job Performance of Georgia Correctional Officers. ED 160 956

Women Traffic Officer Project. Final Report. ED 160 825

Taxes

A Source Book for Taxation: Myths and Realities. ED 161 782

Taxation: Myths and Realities. A Courses by Newspaper Reader. ED 161 783//

Taxonomy

A Taxonomy of Technical Assistance Skills. ED 161 116

Teacher Administrator Relationship

The Human Dimension: Balancing People Needs and Resources. AIR Forum Paper 1978. ED 161 363

A Study of Professonal Attitudes of Teachers in Five Public School Systems in Tennessee and Michigan. ED 161 863

University Support Systems Necessary to Implement Institutional Change: Faculty Support Systems. AIR Forum Paper 1978. ED 161 401

Teacher Associations

The Future of Professional Associations. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5. ED 161 254//

The Teaching Profession in the World of Tomorrow. National Reports on the Theme for 1978 in Their Original Languages. ED 161 874

Teacher Attitudes

Attitudes to Educational Issues: Development of an Instrument. ED 161 877

Ethnic and Class Bias in Teacher Expectations of Junior High School Students: A Test of the Bowles and Gintis Thesis. ED 161 821

Evaluation Acceptance in Elementary School Teachers: A Construct Validation and Description of the Meaning of Standardized Achievement Testing. ED 161 942

Faculty Development for Inservice Education in the Schools. ED 161 876

Faculty Development in Individualized Education Project (1976-1978). Final Report. ED 161 315

The Future of Professional Associations. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5. ED 161 254//

Growth of Attitudes, Knowledge, and Skill Required by P.L. 94-142 Among Preservice Teachers. ED 161 845

The ISTA/RCPSS Professional Education Inservice Needs Assessment. ED 161 828

Participant, Instructor, Planner: Perspectives on the Teacher's Role in Inservice Education. ED 161 875

Perception of Locus of Control as a Predictor of Attitude Toward Students' Evaluation of University Faculty. AIR Forum Paper 1978. ED 161 381

Reading Instruction: Secondary: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' January through June 1978 (Vol. 38 Nos. 7 through 12). ED 160 997

School Health Curriculum Project for Southeastern Michigan. Evaluation Report: School Implementation of Program. ED 161 901

Science Teachers' Perceptions of Their Teaching Skills and Their School Conditions. Research Paper No. 5. ED 161 677

Student Teaching Concerns Before and After Student Teaching. ED 161 866

A Study of Professonal Attitudes of Teachers in Five Public School Systems in Tennessee and Michigan. ED 161 863

Teachers' Concerns and Conceptions of Reading and the Teaching of Reading: A Literature Review. Occasional Paper No. 1. ED 161 018

Theoretical Foundations in Linguistics and Related Fields. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5. ED 161 252//

Teacher Behavior

Comprehensive Career Guidance. Responsible Assertiveness Training. Staff Development K-6. ED 160 849

Faculty Productivity: Behavioral Considerations. AIR Forum Paper 1978. ED 161 359

Responding to Today's Issues. The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9. ED 161 260//

Sex Differences in Classroom Participation. ED 160 911

Teacher Performance Assessment Instruments: Manual for Data Collectors. ED 161 955//

Teacher Certification

Guidelines for the Professional Preparation of Reading Teachers. ED 161 006

Teacher Characteristics

The Relationship Between Teacher Characteristics and Student Achievement and Attitude. Research Paper No. 8. ED 161 679

Teacher Developed Materials

Adaptation in Language Teaching. ED 161 279//

School Before Six: A Diagnostic Approach. Volume II (Revised Edition). ED 161 517

Theme: Basic/Survival Reading Skills. ED 161 013

Teacher Developed Tests

Classroom Assessment Techniques For Hearing Impaired Students: A Literature Review. ED 161 937

The Effect of Choice Format on Internal Consistency. ED 161 940

Teacher Education

Career Education Programming for the Handicapped: Cooperative Personnel Preparation. Final Report. ED 161 178

Coordinated In-Service Activities for Health Occupations Teachers in Central Pennsylvania. Final Report. Vocational-Technical Education Research Report. Health Occupations, Monograph Number 8. Volume 16, Number 2 (Departmental Classification Number). ED 160 741

The Effect of Teacher Participation in NSF Institutes Upon Student Achievement. Research Paper No. 10. Revised Edition. ED 161 680

The Effects of Locus of Control and Method of Presentation on Pre-Service Teacher's Achievement. ED 161 769

Guidelines for the Professional Preparation of Reading Teachers. ED 161 006

Quality and Relevance in Teacher Education. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5. ED 161 253//

Reconciling the Differences: Partnerships in Teacher Preparation Programs. ED 161 071

Region V Invitational Workshop on Professional Development. Final Evaluation Report. ED 160 788

Research and Development Needs for the Advancement of Teacher Education. Research Series No. 8. ED 161 859

Research in Outdoor Education: Summaries of Doctoral Studies, January, 1978. ED 161 608

Some Reflections on the Role of Linguistics in the Preparation of Bilingual/ Cross-Cultural Teachers. Bilingual Education Paper Series, Vol. 1, No. 12. ED 161 274

Teacher Education for a Changing World. The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9. ED 161 262//

Teachers' Concerns and Conceptions of Reading and the Teaching of Reading: A Literature Review. Occasional Paper No. 1. ED 161 018

Training Consumer Educators: A Curriculum and Program Handbook. A Report on the Experience of the Consumer Law Training Center. ED 160 764

Teacher Educators

Teachers Using Volunteers and Aides: An Inservice Teaching Packet. ED 161 868

Teacher Evaluation

Can You Make Faculty Staff More Efficient? AIR Forum Paper 1978. ED 161 340

A Competency Chart for Evaluating Student Teachers in Physical Education. ED 161 836

The Development of a Series of Recommendations and Procedures Required in Administration of a Centralized Program of Occupational Competency Assessment. ED 160 754

Guidelines for the Professional Preparation of Reading Teachers. ED 161 006

How Good Is Your Teacher? Options in Education Transcript: Program No. 134. ED 161 854

Teacher Evaluation. The Best of ERIC, Number 40. ED 161 158

Teacher Performance Assessment Instruments: A Guide to Interpretation. ED 161 957//

Teacher Performance Assessment Instruments: Manual for Data Collectors. ED 161 955//

Teacher Performance Assessment Instruments: Plans for Practice Rating. ED 161 956//

Teacher Guidance

Training Teachers for Parent Conferencing: A New Horizon for the School Counselor. ED 160 950

Teacher Improvement

Can You Make Faculty Staff More Efficient? AIR Forum Paper 1978. ED 161 340

Coordinated In-Service Activities for Health Occupations Teachers in Central Pennsylvania. Final Report. Vocational-Technical Education Research Report. Health Occupations, Monograph Number 8. Volume 16, Number 2 (Departmental Classification Number). ED 160 741

Teacher Influence

Simultaneous Equations Models of the Educational Process for U.S. Minority Students: An Analysis of the EEOS and NLS of 1972 Data. Final Report. ED 161 981

Teacher Expectancy Related to Student Performance in Vocational Education. ED 160 890

Teacher Morale

Teacher Workload. Bibliographies in Education No. 63. ED 161 827

Teacher Motivation

University Support Systems Necessary to Implement Institutional Change: Faculty Support Systems. AIR Forum Paper 1978. ED 161 401

Teacher Participation

Academic Entrepreneurs in University Decision Making. AIR Forum Paper 1978. ED 161 334

An Experiment on Social Information Processing Among Teachers. Report No. 243. ED 161 846

The Human Dimension: Balancing People Needs and Resources. AIR Forum Paper 1978. ED 161 363

University Support Systems Necessary to Implement Institutional Change: Faculty Support Systems. AIR Forum Paper 1978. ED 161 401

Teacher Performance Assessment Instruments

Teacher Performance Assessment Instruments: A Guide to Interpretation. ED 161 957//

Teacher Performance Assessment Instruments: Manual for Data Collectors. ED 161 955//

Teacher Performance Assessment Instruments: Plans for Practice Rating. ED 161 956//

Teacher Promotion

Issues in the Recruitment, Professional Development, Promotion, and Remuneration of Women Faculty. Research Memorandum. ED 161 318

Teacher Qualifications

The Development of a Series of Recommendations and Procedures Required in Administration of a Centralized Program of Occupational Competency Assessment. ED 160 754

The Education of Gifted and Talented - A Basic Overview. ED 161 223

A Model for the Selection of Members of the Faculty. ED 161 489

Teacher Response

Sex Differences in Classroom Participation. ED 160 911

Teacher Responsibility

Quality and Relevance in Teacher Education. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5. ED 161 253//

Teacher Role

Participant, Instructor, Planner: Perspectives on the Teacher's Role in Inservice Education. ED 161 875

The Teaching Profession in the World of Tomorrow. National Reports on the Theme for 1978 in Their Original Languages. ED 161 874

Teacher Salaries

Equal Pay for Equal Qualifications? A Model for Determining Race or Sex Discrimination in Salaries. AIR Forum Paper 1978. ED 161 356

A Faculty Salary Resource Allocation Model for Balancing Salary Needs with Resources. AIR Forum Paper 1978. ED 161 360

A Method for Monitoring University Faculty Salary Policies for Sex Bias. AIR Forum Paper 1978. ED 161 378

Teacher Selection

A Model for the Selection of Members of the Faculty. ED 161 489

Teacher Strikes

The Effect of a Strike on Organizational Climate and Leadership: A Study of a Middle School. ED 161 140

Teacher Supply and Demand

Estimating the Number of Newly Certified Teachers Who Do Not Enter Teaching in Michigan Public Schools. ED 161 838

A Faculty Salary Resource Allocation Model for Balancing Salary Needs with Resources. AIR Forum Paper 1978. ED 161 360

Teacher Workshops

Coordinated In-Service Activities for Health Occupations Teachers in Central Pennsylvania. Final Report. Vocational-Technical Education Research Report. Health Occupations, Monograph Number 8. Volume 16, Number 2 (Departmental Classification Number). ED 160 741

Impacts of Workshops for Instructional Improvement: The Results of an Evaluation of a Component of a Faculty Development Program. AIR Forum Paper 1978. ED 161 365

Part-Time Faculty: A Statewide Model for Development. ED 161 484

Teachers

Coordinated In-Service Activities for Health Occupations Teachers in Central Pennsylvania. Final Report. Vocational-Technical Education Research Report. Health Occupations, Monograph Number 8. Volume 16, Number 2 (Departmental Classification Number). ED 160 741

Special Report: Teachers and Labor Relations, 1976-1977. Government Employee Relations Report Covering Municipal, County, State, and Federal Developments. ED 161 154

Teaching

High Points. ED 161 991

Scientific Concept Learning in Children Subsequent to A-T Instruction: The Effect of Prior Knowledge on Resulting Cognitive Structure. ED 161 770

The Teaching Profession in the World of Tomorrow. National Reports on the Theme for 1978 in Their Original Languages. ED 161 874

Teaching Conditions

Adequacy of Teaching Conditions as Perceived by Administrators and Teachers. Research Paper No. 7. ED 161 678

Faculty Productivity: Behavioral Considerations. AIR Forum Paper 1978. ED 161 359

Teaching Experience

The Purpose of the In-Service Program for Graduate Students. ED 161 056

Teaching Guides

Australian Item Bank Program: Handbook for Mathematics Item Bank. ED 161 906//

Australian Item Bank Program: Handbook for Science Item Bank. ED 161 912//

Australian Item Bank Program: Handbook for Social Science Item Bank. ED 161 908//

Behavioral Objectives: Elementary Reading. Revised. ED 161 008

Case Studies in Applied Mathematics. ED 161 756

General High School Mathematics. ED 161 767

A Guide for Teaching Regional Environmental Planning. Final Report of Project - Inservice Personnel Development: Regional Environmental Planning Workshops for Tri-County Secondary School Teachers. ED 161 754

Home Visitor's Notebook ED 161 521//

Intermediate SCDC Spanish Curricula Units. Language Arts, Unit 1, Kits 1-4, Teacher's Guide. ED 161 596

Nurturing Academic Talent in Early Childhood: Math. ED 161 529

Nurturing Academic Talent in Early Childhood: Reading. ED 161 528

Nurturing Academic Talent in Early Childhood: Science. ED 161 530

Nurturing Creative Talent in Early Childhood. ED 161 531

Nurturing Intellectual Talent in Early Childhood. ED 161 527

Nurturing Leadership Talent in Early Childhood. ED 161 532

Nurturing Psychomotor Talent in Early Childhood. ED 161 534

Nurturing Talent in the Visual and Performing Arts in Early Childhood: Art and Music. ED 161 533

Probability for Primary Grades, Teacher's Commentary. Revised Edition. ED 161 749

SCDC Spanish Curricula Units. Fine Arts Strand, Unit 3, Grade One, Teacher's Guide Multi-Ethnic Edition. ED 161 586

SCDC Spanish Curricula Units. Fine Arts Strand, Unit 6, Grade 2, Teacher's Guide Multi-Ethnic Edition. ED 161 637

SCDC Spanish Curricula Units. Fine Arts Strand, Unit 7, Grade 3, Teacher's Guide Multi-Ethnic Edition. ED 161 645

SCDC Spanish Curricula Units. Fine Arts Strand, Unit 8, Grade 3, Teacher's Guide Multi-Ethnic Edition. ED 161 650

SCDC Spanish Curricula Units. Fine Arts Strand, Unit 9, Grade 3, Teacher's Guide. ED 161 625

SCDC Spanish Curricula Units. Fine Arts, Unit 10, Grade 3, Teacher's Guide. ED 161 613

SCDC Spanish Curricula Units. Fine Arts, Unit 4, Grade Two, Teacher's Guide. ED 161 639

SCDC Spanish Curricula Units. Language Arts Strand, Unit 7, Grade 3, Teacher's Guide Multi-Ethnic Edition. ED 161 647

SCDC Spanish Curricula Units. Language Arts Strand, Unit 8, Grade 3, Teacher's Guide Multi-Ethnic Edition. ED 161 656

SCDC Spanish Curricula Units. Language Arts Strand, Unit 9, Grade 3, Teacher's Guide. ED 161 621

SCDC Spanish Curricula Units. Language Arts, Unit 10, Grade 3, Teacher's Guide. ED 161 611

SCDC Spanish Curricula Units. Language Arts, Unit 4, Grade Two, Teacher's Guide. ED 161 593

SCDC Spanish Curricula Units. Language Arts, Unit 6, Grade 2, Teacher's Guide. ED 161 629

SCDC Spanish Curricula Units. Science/Math Strand, Unit 1, Grade One, Teacher's Guide. ED 161 582

SCDC Spanish Curricula Units. Science/Math Strand, Unit 3, Grade One, Teacher's Guide Multi-Ethnic Edition. ED 161 587

SCDC Spanish Curricula Units. Science/Math Strand, Unit 4, Grade Two, Teacher's Guide. ED 161 589

SCDC Spanish Curricula Units. Science/Math Strand, Unit 6, Grade 2, Teacher's Guide Multi-Ethnic Edition. ED 161 635

SCDC Spanish Curricula Units. Science/Math Strand, Unit 7, Grade 3, Teacher's Guide Multi-Ethnic Edition. ED 161 643

SCDC Spanish Curricula Units. Science/Math Strand, Unit 8, Grade 3, Teacher's Guide Multi-Ethnic Edition. ED 161 652

SCDC Spanish Curricula Units. Science/Math Strand, Unit 9, Grade 3, Teacher's Guide. ED 161 627

SCDC Spanish Curricula Units. Science/Math, Unit 10, Grade 3, Teacher's Guide. ED 161 615

SCDC Spanish Curricula Units. Social Science Strand, Unit 7, Grade 3, Teacher's Guide Multi-Ethnic Edition. ED 161 641

SCDC Spanish Curricula Units. Social Science Strand, Unit 8, Grade 3, Teacher's Guide Multi-Ethnic Edition. ED 161 654

SCDC Spanish Curricula Units. Social Science Strand, Unit 9, Grade 3, Teacher's Guide. ED 161 619

SCDC Spanish Curricula Units. Social Science, Unit 10, Grade 3, Teacher's Guide. ED 161 617

SCDC Spanish Curricula Units. Social Science, Unit 6, Grade 2, Teacher's Guide. ED 161 633

SCDC Spanish Curricula Units. Spanish SL Strand, Unit 10, Grade 3, Teacher's Guide. ED 161 609

SCDC Spanish Curricula Units. Spanish SL Strand, Unit 3, Grade One, Teacher's Guide. ED 161 584

SCDC Spanish Curricula Units. Spanish SL Strand, Unit 4, Grade Two, Teacher's Guide. ED 161 591

SCDC Spanish Curricula Units. Spanish SL Strand, Unit 7, Grade 3, Teacher's Guide Multi-Ethnic Edition. ED 161 648

SCDC Spanish Curricula Units. Spanish SL Strand, Unit 8, Grade 3, Teacher's Guide Multi-Ethnic Edition. ED 161 658

SCDC Spanish Curricula Units. Spanish SL Strand, Unit 9, Grade 3, Teacher's Guide. ED 161 623

SCDC Spanish Curricula Units. Spanish SL, Unit 6, Grade 2, Teacher's Guide. ED 161 631

School Before Six: A Diagnostic Approach. Volume I (Revised Edition). ED 161 516

Training Volunteers and Aides: An Inservice Teaching Packet. ED 161 869

What On Earth? Teacher's Guide. An Instructional Television Series for Eighth-Grade Earth Science. ED 161 761

Teaching Load

Sources of Change in Student Credit Hour Demand in Multi-Unit Colleges and Universities. AIR Forum Paper 1978. ED 161 392

Teaching Methods

ACTFL Annual Bibliography of Books and Articles on Pedagogy in Foreign Languages for the Years 1975 and 1976. ED 161 302

Careers for Bilinguals. Volume One. Teacher's Manual. ED 160 726//

Classroom Use of a Verbal Measure of Information Rate: An Exploratory Study. ED 161 939

Comprehensive Career Guidance. Methods Guide. K-6 Career. ED 160 842

Development and Exchange of Instructional Resources in Water Quality Control Programs, IV: Selecting Instructional Media and Instructional Systems. ED 161 696//

The Doing of History: A Practical Use of the Library-College Concept. ED 161 428

The Effectiveness of Teaching Strategies on Performance of Handicapped Pupils. ED 161 236

The Effects of Inductive-Deductive Teaching Methods and Field-Dependence-Independence Cognitive Style Upon Student Achievement in Mathematics. ED 161 700

Empathy for a Second Culture: Motivations and Techniques. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5. ED 161 251//

Improving the Verbal Cognitive Skills of Disadvantaged Preschool Children Through the Arts. Project Termination Report. ED 161 536

Instruction First, Writing Later. ED 161 032

An Investigation of Counseling Learning/Community Language Learning. Papers in Linguistics, 1974-1977: A Collection of M.A. Papers from Students in the Linguistics Department of Northeastern Illinois University. ED 161 293

Making Crosscultural Connections. The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9. ED 161 261//

Pennsylvania Training and Demonstration Center for Severely and Profoundly Retarded Children: TRAC (Training, Resources, Acquisition, Control). Final Report, July 1, 1975 to September 30, 1976. ED 161 192

Reading Instruction: Preschool and Elementary: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' July through September 1978 (Vol. 39 Nos. 1 through 3). ED 161 016

Research on Economic Education: Is It Asking the Right Questions? Discussion Paper No. 510-78. ED 162 048

Role Playing as an Imaginative Experience for Language Growth. ED 161 524

Severe Behavior Disorders of Children and Youth. Monograph in Behavioral Disorders. ED 161 200

A Sex Education Program in a Therapeutic Pre-School. ED 161 199

Small Schools and Combined Grades in Finland. Information Bulletin No 3, 1978. ED 161 564

Teacher Education for a Changing World. The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9. ED 161 262//

Teachers' Concerns and Conceptions of Reading and the Teaching of Reading: A Literature Review. Occasional Paper No. 1. ED 161 018

Teaching Tips on Cultural Differences in Vocational Education. A Guidebook of Selected Activities for Teaching Students Who Are Ethnically and/or Culturally Different. ED 160 767

The Teleconference. A Supervisory Procedure in Educational Clinical Experiences. ED 160 761

Visual Symbol Communication Instruction, Part I: Receptive Instruction. Experimental Edition. ED 161 212

Vocabulary and Reading Comprehension: Instructional Effects. Technical Report No. 100. ED 160 999

Teaching Models

An Examination of an Approach for Using Pupil Outcome Scores to Validate Assessments of Teacher Behaviors. ED 161 944

Teaching Procedures

Equal Rights for Women in Education. Model Policy Statement and Guidelines for Implementation: The Elimination of Bias and Stereotyping on the Basis of Sex in Instructional Materials, Teacher Strategies and Curriculum Content. ED 161 848

School Before Six: A Diagnostic Approach. Volume II (Revised Edition). ED 161 517

School Before Six: A Diagnostic Approach. Volume I (Revised Edition). ED 161 516

Unit of Instruction: Writing, Teaching, Supplementing. ED 160 733

Teaching Quality

How Good Is Your Teacher? Options in Education Transcript: Program No. 134. ED 161 854

Teaching Skills

Code of Ethics and Competencies for Teachers of Learning Disabled Children and Youth. ED 161 198

Comprehensive Career Guidance. Career Guidance Curriculum. Staff Development K-6. ED 160 844

The Development of a Competency Based Teacher Education Curriculum Model. Final Report. ED 160 744

An Examination of an Approach for Using Pupil Outcome Scores to Validate Assessments of Teacher Behaviors. ED 161 944

Identifying Competencies Needed to Train Vocational Teachers to Teach Disadvantaged Students in the Inner Cities of Pennsylvania. ED 160 818

Teacher Performance Assessment Instruments: Manual for Data Collectors. ED 161 955//

Teaching, Interviewing, and Learning Theory. ED 161 771

Teaching Styles

Adapting Teaching Styles to Learning Styles. ED 161 870

A Study of Individualized, Personalized Teaching. ED 161 864

Teaching Techniques

Apples, Bloom, and Creativity: The ABC's of Reading Alphabet Books. ED 160 991

Assignments that Succeed: A Case Approach to Composition. ED 161 060

Bloodied and Beaten, Perhaps, But the Printed Word Lives. ED 161 452

The Celluloid Critic and the Student of Composition. ED 161 061

The Complete Guide to Learning Centers.
ED 161 059//
Comprehensive Career Guidance. Responsible Assertiveness Training. Staff Development K-6.
ED 160 849
Creative Writing in the Classroom: An Annotated Bibliography of Selected Resources (K-12).
ED 161 038
Curriculum Guide for Junior High School English (Grades 7, 8, and 9). Revised Draft.
ED 161 076
Designs and Directions for English Programs, Grades 8-12.
ED 161 048
Error Analysis: How to Translate It into Positive Teaching.
ED 161 044
Guide to Effective Teaching. A National Report on Eighty-One Outstanding College Teachers and How They Teach.
ED 161 856//
Ideas for Strengthening Mathematics Skills.
ED 161 730
Language Arts Skills and Instruction: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' January through June 1978 (Vol. 38 Nos. 7 through 12).
ED 161 081
Let's Write It Right! A Student-Oriented Approach for Teaching Letterwriting Skills.
ED 161 068
The Only Pre-Writing'' That Counts Motivation.
ED 161 039
Ordinary Language Philosophy and Composition.
ED 161 047
The Phaedrus,'' Perelman, and the Groundwork for a Theory of Composition.
ED 161 033
Precision Communication: Interactive Computer Applications in Data-Based Public Relations Programs.
ED 161 031
Problem Definition for Problem Solvers: Applying Rhetorical Theory in Teaching Technical Writing.
ED 161 035
Teaching, Interviewing, and Learning Theory.
ED 161 771
These Are the Good Ole Days.''
ED 161 453
Using Research Methods in Elementary and Middle School Social Studies Classes.
ED 161 815
Writing to Be Read.
ED 161 063

Team Administration
The Management Team. ERIC/CEM Research Analysis Series, Number 43.
ED 161 112

Team Teaching
Field-Based Clinical Inservice Education. Eleventh Cycle Teacher Corps.
ED 161 849
Management Implications of Team Teaching: Final Report.
ED 161 153

Team Training
Things to do to Build Communication and Trust.
ED 160 927

Teamwork
Multidisciplinary Teams in Child Abuse and Neglect Programs. A Special Report from the National Center on Child Abuse and Neglect, August, 1978.
ED 161 202

Technical Assistance
Final Technical Report of the California Learning Resource Center. September 1, 1974 Through May 31, 1977.
ED 161 232
A Taxonomy of Technical Assistance Skills.
ED 161 116

Technical Education
An Appraisal of the Industrial Cooperative Education Program Based on Selected Characteristics of the Students and Their Academic Performance.
ED 161 497
Female Access to Careers in Engineering Technology. Exemplary Project in Vocational Education Conducted under Section 132 of Public Law 94-482. Final Report.
ED 160 829
Plan for Comprehensive Vocational, Technical and Adult Post-Secondary Education Services to Wisconsin through 1980.
ED 160 811
Radioman 3&2. (Revised).
ED 160 861
Report on the Development of a Close Range Photogrammetry (CRP) Educational Technician Program (Museum and Archive Use).
ED 161 704

Technical Institutes
Job Related Measures of Educational Effectiveness. AIR Forum Paper 1978.
ED 161 372
Rate of Return to Southern Maine and Northern Maine Vocational Technical Institutes. AIR Forum Paper 1978.
ED 161 386

Technical Mathematics
Basic Mathematics Review. Information Sheets and Worksheets for Apprentice and Vocational Students. Revised to Meet 1975 Electrical Code.
ED 160 876

Technical Reports
A Chart Book of Indicators of Scientific and Technical Communication in the United States.
ED 161 430

Technical Writing
An Interdisciplinary Program in Technical Communications: Problems Encountered.
ED 161 062
Problem Definition for Problem Solvers: Applying Rhetorical Theory in Teaching Technical Writing.
ED 161 035

Technological Advancement
The Social Effects of Cable Television.
ED 161 447

Technology
An Innovative Approach to Human Resource Development.
ED 161 687
Women in Science and Technology: Careers for Today and Tomorrow.
ED 161 710

Technology Training Program
An Innovative Approach to Human Resource Development.
ED 161 687

Teenagers
The Ultimate Developmental Task in Adolescent Literature.
ED 161 075

Telecommunication
Educational Considerations.
ED 161 454

Teleconferences
The Teleconference. A Supervisory Procedure in Educational Clinical Experiences.
ED 160 761

Telecourses
The Developmental Testing of A101: A Follow-up Study.
ED 161 446

Telephone Instruction
The Teleconference. A Supervisory Procedure in Educational Clinical Experiences.
ED 160 761

Teletext
Electronic News Delivery Needs Only FCC Encouragement for Invasion of U.S.A.
ED 161 036

Television
The Effects of Media Dependencies on Audience Assessment of Government.
ED 161 028
Mass Media: A Student's Guide to Reference Resources.
ED 161 053
Scriptwriting for the Audio-Visual Media: Radio, Films, Television, Filmstrips, Slidefilms.
ED 161 049//
Uses and Effects of Television and Other Mass Media: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' July through September 1978 (Vol. 39 Nos. 1 through 3).
ED 161 110

Television Commercials
Children's Television: An Analysis of Programming and Advertising.
ED 161 050//

Television Research
Characteristics of SUN Learners (First and Second Offering). Statistical Summary No. 1.
ED 161 307
Characteristics of SUN Learners (First Five Offerings). Statistical Summary No. 4.
ED 161 309
Characteristics of SUN Learners (First Four Offerings). Statistical Summary No. 3.
ED 161 308
Children's Television: An Analysis of Programming and Advertising.
ED 161 050//

Television Viewing
Children's Television: An Analysis of Programming and Advertising.
ED 161 050//
Newspaper Versus Television Reliance and Political Disaffection.
ED 161 042

Tennessee
Review of Academic Degree Programs: Striving to Keep Higher Education Viable in a Time of Limited Resources. AIR Forum Paper 1978.
ED 161 390

Tennessee Higher Education Commission
Report on a Pilot Project in Performance Funding. AIR Forum Paper 1978.
ED 161 388

Tennessee Self Concept Scale
High Risk Students in the Community College: A Paired Study.
ED 161 469

Tennessee Technological University
Report on a Pilot Project in Performance Funding. AIR Forum Paper 1978.
ED 161 388

Tenure
The Effects of a Dual Labor Market in Higher Education. AIR Forum Paper 1978.
ED 161 352
How Good Is Your Teacher? Options in Education Transcript: Program No. 134.
ED 161 854

Terminal Characteristics
CAI Terminal Characteristics.
ED 161 413

Terrorism
Journalists and Terrorism: Captives of the Libertarian Tradition.
ED 161 070

Test Bias
An Investigation of Differential Item Performance by Sex on the Iowa Tests of Basic Skills.
ED 161 933
Juvenile Delinquency and the Black Personality Profile.
ED 161 903
A Methodology for Identifying Biased Achievement Test Items that Removes the Confounding in an Items by Groups Interaction Due to Possible Group Differences in Instructional Level.
ED 161 930
Teaching Test-Taking Strategies.
ED 160 929

Test Construction
Attitudes to Educational Issues; Development of an Instrument.
ED 161 877
Classroom Assessment Techniques For Hearing Impaired Students: A Literature Review.
ED 161 937
Development of the Armed Services Vocational Aptitude Battery (ASVAB) Forms 2 and 3. Technical Paper 289.
ED 161 913
The Effect of Choice Format on Internal Consistency.
ED 161 940
How to Write Criterion-Referenced Tests for Spanish-English Bilingual Programs.
ED 161 281
Invariance of Rasch Model Ability Parameter Estimates Over Different Collections of Items.
ED 161 893
Item Sampling From Finite Domains of Written Discourse.
ED 161 934
Some Results on the Robustness of Latent Trait Models.
ED 161 894
Spanish-Language Assessment in a Bilingual Teacher Education Program.
ED 161 878
Tailor-APL: An Interactive Computer Program for Individual Tailored Testing. Technical Report No. 5.
ED 161 886

Test Interpretation
An Empirical Investigation of the ESEA Title I Evaluation Systems' Proposed Variance Estimation Procedures for Use With Criterion Referenced Tests.
ED 161 914
Interpretive Manual. The First Report of the 1977-78 Michigan Educational Assessment Program.
ED 161 949
Profiles of School District Performance 1976-77. A Guide to Interpretation.
ED 161 881
Speaking Out: The Use of Tests in the Policy Arena. Proceedings of the New Jersey Conference.
ED 161 926
Teacher Performance Assessment Instruments: A Guide to Interpretation.
ED 161 957//
Technical Report of the California Assessment Program.
ED 161 882
The Wide Range Achievement Test and the Peabody Individual Achievement Test: A Comparative Study.
ED 160 982

Test Items
Australian Item Bank Program: Handbook for Mathematics Item Bank.
ED 161 906//
Australian Item Bank Program: Handbook for Science Item Bank.
ED 161 912//
Australian Item Bank Program: Handbook for Social Science Item Bank.
ED 161 908//
Australian Item Bank Program: Mathematics Item Bank. Book 1: Arithmetic, Algebra.
ED 161 904//
Australian Item Bank Program: Mathematics Item Bank. Book 2: Abstract Algebra, Relations and Functions, Analysis, Geometry, Trigonometry, Applied Mathematics, Statistics and Probability.
ED 161 905//
Australian Item Bank Program: Science Item Bank. Book 1: Physics and Astronomy.
ED 161 909//
Australian Item Bank Program: Science Item Bank. Book 2: Earth Sciences and Chemistry.
ED 161 910//
Australian Item Bank Program: Science Item Bank. Book 3: Biology.
ED 161 911//
Australian Item Bank Program: Social Science Item Bank.
ED 161 907//
Classroom Assessment Techniques For Hearing Impaired Students: A Literature Review.
ED 161 937
Control Test Items: A Baseline Measure for Evaluating Achievement.
ED 161 923
Item Sampling From Finite Domains of Written Discourse.
ED 161 934

Test Manuals
Australian Item Bank Program: Handbook for Mathematics Item Bank.
ED 161 906//
Australian Item Bank Program: Handbook for Science Item Bank.
ED 161 912//
Australian Item Bank Program: Handbook for Social Science Item Bank.
ED 161 908//
Teacher Performance Assessment Instruments: A Guide to Interpretation.
ED 161 957//
Teacher Performance Assessment Instruments: Manual for Data Collectors.
ED 161 955//
Teacher Performance Assessment Instruments: Plans for Practice Rating.
ED 161 956//

Test Reliability
The Affective Reporting System.
ED 161 961
The Effect of Choice Format on Internal Consistency.
ED 161 940
Implied Orders As A Basis For Tailored Testing. Final Report. Technical Report No. 6.
ED 161 922
Language in Education: Testing the Tests.
ED 161 278//
Reliability and Validity of Alternate Forms of the Dominoes Test (D-48 and D-70).
ED 161 928
Six Single-Administration Reliability Coefficients for Criterion-Referenced Tests: A Comparative Study.
ED 161 929
Tailor-APL: An Interactive Computer Program for Individual Tailored Testing. Technical Report No. 5.
ED 161 886
Teachers' Ratings of Preschool Children's Behaviours. Discussion Paper No. 2.
ED 161 542

Test Results
Data Processing Systems for School District Testing Offices. Publication No. 77.41.
ED 161 892
Evaluation Acceptance in Elementary School Teachers: A Construct Validation and Description of the Meaning of Standardized Achievement Testing.
ED 161 942
Style and Strategy in the Performance of the Adult Version of the Matching Familiar Figures Test.
ED 160 913

Test Reviews
The Changing Health Knowledges of College Students.
ED 161 843
Evolution of Educational Measurement in the 1970's: Changes in Elementary Level Standardized Tests.
ED 161 943

Test Selection
Guidelines for Selecting Test Instruments and Procedures for Assessing the Needs of Bilingual Children and Youth. Part I: Guidelines for Determining Student Eligibility for Bilingual Instruction. Part II: Revised Guidelines for Selecting Test Instruments and Procedures in Bilingual Instruction.
ED 161 951

Test Theory
Implied Orders As A Basis For Tailored Testing. Final Report. Technical Report No. 6.
ED 161 922

Test Validity
The Affective Reporting System.
ED 161 961
Language in Education: Testing the Tests.
ED 161 278//
Reliability and Validity of Alternate Forms of the Dominoes Test (D-48 and D-70).
ED 161 928
Teachers' Ratings of Preschool Children's Behaviours. Discussion Paper No. 2.
ED 161 542

Test Wiseness
Teaching Test-Taking Strategies.
ED 160 929

Testimony
The Influence of the Form of the Question on the Eyewitness Testimony of Preschool Children. Papers and Reports on Child Language Development, No. 12.
ED 161 297

Testing
An Audiovisual Teaching Module to Assist Examiners in the Administration of a Practical Performance Examination for the Emergency Medical Technician-Ambulance (EMT-A). Consisting of a 90-Minute Audiovisual Presentation In Either 16mm Sound or 3/4'' Video-Cassette Plus a User's Guide'' Describing in Detail the Total Examination Procedure. Final Report.
ED 161 948
Classroom Assessment Techniques For Hearing Impaired Students: A Literature Review.
ED 161 937
The Effect of Varying Response-Mode Formats on Responses to Affective Measures.
ED 161 895
Effects of Type of Instructions on the Characteristics of an Affective Instrument.
ED 161 941
Estimating Total-test Scores from Partial Scores in a Matrix Sampling Design.
ED 161 896
How to Write Criterion-Referenced Tests for Spanish-English Bilingual Programs.
ED 161 281
Implied Orders As A Basis For Tailored Testing. Final Report. Technical Report No. 6.
ED 161 922
National Home Start Evaluation: Field Procedures Manual.
ED 161 544
Pictorial Sequences As the Basis for Tests of Reasoning.
ED 161 931
Self-Paced Versus Paced Evaluation Utilizing Computerized Tailored Testing.
ED 161 884
Style and Strategy in the Performance of the Adult Version of the Matching Familiar Figures Test.
ED 160 913
Tailor-APL: An Interactive Computer Program for Individual Tailored Testing. Technical Report No. 5.
ED 161 886
The Use of Computer-Managed Instruction to Control On-Site, Self-Instructional Training in a Small Systems Customer Environment.
ED 161 415

Testing Problems
Altering Test Environments for Reducing Test Anxiety and for Improving Academic Performance.
ED 161 946
Teaching Test-Taking Strategies.
ED 160 929

Testing Programs
The Florida Accountability Program: An Evaluation of Its Educational Soundness and Implementation.
ED 161 954
Interpretive Manual. The First Report of the 1977-78 Michigan Educational Assessment Program.
ED 161 949
Kentucky Educational Assessment Program 1976. State Summary.
ED 161 936
Profiles of School District Performance 1976-77. A Guide to Interpretation.
ED 161 881
Report of the Michigan Educational Assessment Program's External Advisory Panel on Evaluation.
ED 161 950
Technical Report of the California Assessment Program.
ED 161 882

Tests
Language in Education: Testing the Tests.
ED 161 278//

Tests of Significance
Chi Square or K-S? That is the Question.
ED 161 900

Texas
The Identification of Texas Anglo, Black and Chicano Child Rearing and Child Care Practices in Relation to Child Care Career Competencies.
ED 161 574
Texas State Library: Library Services and Construction Act. Annual Report, FFY 1977.
ED 161 427

Textbook Adaptation
Adaptation in Language Teaching.
ED 161 279//

Textbook Assignments
Assignments that Succeed: A Case Approach to Composition.
ED 161 060

Textbook Bias
Action Resulting from CEAFU's Textbook Bias Study.
ED 161 824
Classroom Treatment of the Right to Work. Revised October 1978.
ED 161 823

Textbook Content
Adaptation in Language Teaching.
ED 161 279//

Textbook Evaluation
Classroom Treatment of the Right to Work. Revised October 1978.
ED 161 823
How the Cold War is Taught: Six American History Textbooks Examined.
ED 161 816

Textbook Selection
Action Resulting from CEAFU's Textbook Bias Study.
ED 161 824

Textbooks
Adaptation in Language Teaching.
ED 161 279//
Analysis of Income/Commercial Real Estate Transactions.
ED 161 462
Language in Africa: An Introductory Survey.
ED 161 270//
Probability for Primary Grades, Student Text. Revised Edition.
ED 161 748

Theater Arts
Drama and Oral Interpretation: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' January through June 1978 (Vol. 38 Nos. 7 through 12).
ED 161 106

Theories
Creative Writing in the Classroom: An Annotated Bibliography of Selected Resources (K-12).
ED 161 038
Implications of an Alternative Social Reform Paradigm for Educational Evaluation.
ED 161 916
Nutrition and Its Effects on the Hyperkinetic Child's Behavior and Learning: A Case Study.
ED 161 548
Theoretical Issues in the Process-Product Controversy.
ED 161 034

Therapy
Pro-Child: A Child Abuse and Neglect Program. Final Report.
ED 161 216

Thermal Environment
An Energy Conservation Retrofit Process for Existing Public and Institutional Facilities.
ED 161 763

Thesauri
Overcoming the Language Barrier. Third European Congress on Information Systems and Networks, Vol. 1.
ED 161 280//

Third World
Crossing Cultures Third World Women. A Book of Materials, Activities, and Ideas for the Classroom Teacher.
ED 162 028

Thought Processes
Reading, Comprehension, and Memory Processes: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' July through September 1978 (Vol. 39 Nos. 1 through 3).
ED 161 010

TICCIT Computer System
Status Report on TICCIT 1977-78.
ED 161 468

Time Perspective
Long-Term Stability of Students' Evaluations: A Longitudinal Study. AIR Forum Paper 1978.
ED 161 376
Temporal Adjustment in Academic Labor Markets: Time to Ph.D. AIR Forum Paper 1978.
ED 161 397

Timed Tests
An Audiovisual Teaching Module to Assist Examiners in the Administration of a Practical Performance Examination for the Emergency Medical Technician-Ambulance (EMT-A). Consisting of a 90-Minute Audiovisual Presentation In Either 16mm Sound or 3/4'' Video-Cassette Plus a User's Guide'' Describing in Detail the Total Examination Procedure. Final Report.
ED 161 948

Total Communication
Cued Speech and Total Communication.
ED 161 187

Toxicology
National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Pesticides.
ED 161 737

Toys
ToyBrary: A Toy Lending Library for Parents and Children.
ED 161 228

TRAC Monitoring System
Pennsylvania Training and Demonstration Center for Severely and Profoundly Retarded Children: TRAC (Training, Resources, Acquisition, Control). Final Report, July 1, 1975 to September 30, 1976.
ED 161 192

Track and Field
Hamstring Injuries An Examination of Possible Causes.
ED 161 840

Trade and Industrial Education
Relating Performance in Basic Electricity and Electronics and A'' Schools.
ED 160 872
Trade Masonry Syllabus.
ED 160 815

Traffic Accidents
To Prevent Harm.
ED 160 751

Traffic Safety
To Prevent Harm.
ED 160 751

Trainable Mentally Handicapped
The Effectiveness of Teaching Strategies on Performance of Handicapped Pupils.
ED 161 236
Habilitation of the Severely and Profoundly Retarded: Volume II. Reports from the Specialized Training Program.
ED 161 171

Training
Annual Progress Report, 1978. Southern Rural Development Center, Mississippi State University. SRDC Series Publication No. 28.
ED 161 603
Foster Parent Training Project: Course Outlines. (Revised Edition).
ED 161 515
The Use of Computer-Managed Instruction to Control On-Site, Self-Instructional Training in a Small Systems Customer Environment.
ED 161 415

Training Techniques
An Innovative Approach to Human Resource Development.
ED 161 687

Transfer of Training
Effect of Previous Agricultural Mechanics Training on Achievement in a Basic Metals and Welding Course at Iowa State University.
ED 160 774
On the Differential Transfer of Abilities to Reading.
ED 160 987

Transfer Payments
Impact of Governmental Transfer Payments on Human Resource Development A Bibliography. SRDC Bibliography Series No. 8.
ED 161 570

Transformation Generative Grammar
Item Sampling From Finite Domains of Written Discourse.
ED 161 934

Translation
Cultural Constellations in Translated Children's Literature: Evidence from the Mildred L. Batchelder Award.
ED 161 026
The Use of Gestures in Consecutive Interpretation.
ED 161 273

Trend Analysis
Alienation and Expectation in American Political Culture.
ED 161 777
Community College Enrollment: Trends and Implications. AIR Forum Paper 1978.
ED 161 342
Custody, Care, and Nurture: Trends in Early-Childhood Education in Wollongong.
ED 161 537
Highlights from Drug Use Among American High School Students 1975-1977.
ED 160 969
The In-Service Education of Teachers. Trends, Processes, and Prescriptions.
ED 161 833//
Postponing Marriage: The Influence of Schooling, Working, and Work Plans for Young Women.
ED 161 790
The Realities Facing the Profession. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5.
ED 161 244//

Tuition
Pricing Policy and the College Choice Process. AIR Forum Paper 1978.
ED 161 385

Turkey
Decision-Making in Educational Systems: The Experience in Three OECD Countries. Country Projects: Synthesis and Evaluation, Volume I.
ED 161 794
Decision-Making in Educational Systems: The Experience in Three O.E.C.D. Countries. Country Reports: Summaries, Volume II.
ED 161 795

Tutorial Programs
Mathematics: K-14. A Learning Center Approach at Tacoma Community College.
ED 161 509
Procedures Manual of the Adult Right-To Read Project of the Vermont Adult Basic Education Program 1975-1978; Addison and Rural Chittenden Counties, Vermont.
ED 161 003

Twentieth Century Literature
Literary Studies in a Broader Context. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5.
ED 161 249//

Uncommonly Taught Languages
Language in Africa: An Introductory Survey.
ED 161 270//

Underemployed
Development and Field Test of a Multi-Purpose Computerized Vocational Counseling Program for Providing Placement, Occupational and Educational Information to Unemployed Adults, Handicapped Persons and Inmates in Correctional Institutions. Final Report. Volume I of III: Project Results.
ED 160 736

Undergraduate Students
A Model Career Counseling and Placement Program.
ED 160 792

Undergraduate Study
A Longitudinal Study of Grades in 144 Undergraduate Courses. AIR Forum Paper 1978.
ED 161 374
Policy Development in the Humanistic Disciplines: Toward Anthrocentric Undergraduate Education.
ED 161 510

Unemployed
Development and Field Test of a Multi-Purpose Computerized Vocational Counseling Program for Providing Placement, Occupational and Educational Information to Unemployed Adults, Handicapped Persons and Inmates in Correctional Institutions. Final Report. Volume I of III: Project Results.
ED 160 736
Perspectives on Public Job Creation. R & D Monograph 52.
ED 160 822

UNESCO
Intergovernmental Conference on Environmental Education Organized by UNESCO in Co-operation with UNEP (Tbilisi, USSR, 14-26 October 1977). Final Report.
ED 161 711//

Unified Science Mathematics for Elementary Schools
Evaluation of USMES Implementation Projects. Evaluation Report.
ED 161 915

United Kingdom
Can You Make Faculty Staff More Efficient? AIR Forum Paper 1978.
ED 161 340

United Methodist Church
An Experience in Financial Health Analysis in Higher Education. AIR Forum Paper 1978.
ED 161 357

United States History
Cape Verdeans in America: Our Story.
ED 161 773
Classroom Treatment of the Right to Work. Revised October 1978.
ED 161 823
Our Union Heritage: A Chronicle of Labor's Struggle for Social Justice.
ED 161 774

Walking Through History. The Seaports of Black Rock and Southport. ED 161 780

University Administration
Information Will Not Make You Well. MIS Re-examined. AIR Forum Paper 1978. ED 161 367
A Methodology for Data Structure Assessment in Higher Education Administration. AIR Forum Paper 1978. ED 161 377

University of Illinois
The Relationship Between Program Cost and Economic Return: The Case of One Public University. AIR Forum Paper 1978. ED 161 387

University of Massachusetts Amherst
Budget Preparation and Inflation Prediction. AIR Forum Paper 1978. ED 161 339

University of Minnesota
Faculty Development in Individualized Education Project (1976-1978). Final Report. ED 161 315
Sources of Change in Student Credit Hour Demand in Multi-Unit Colleges and Universities. AIR Forum Paper 1978. ED 161 392

University of Oregon
Habilitation of the Severely and Profoundly Retarded: Volume II. Reports from the Specialized Training Program. ED 161 171

University of Pittsburgh PA
Elements of an Economic Impact Study (Or Building on the ACE Model). AIR Forum Paper 1978. ED 161 353

University of the District of Columbia
Analysis of the University of the District of Columbia's Consolidated Master Plan Development. ED 161 323

University of Toledo OH
Multi-Level Information Systems. AIR Forum Paper 1978. ED 161 379

University of Western Ontario Preschool Project
Compensatory Education for Preschoolers: A Non-Technical Report on the U.W.O. Preschool Project. Research Bulletin No. 440. ED 161 555

University of Wisconsin
A Competency Based Human Relations Program Curriculum Model. ED 161 450
Guidelines for Specification of Competencies. ED 161 449

Urban Areas
Urban Ethnic Conflict: A Comparative Perspective. Comparative Urban Studies, Monograph No. 3. ED 161 994//
The Urban Impacts of Federal Policies: Vol. 3, Fiscal Conditions. ED 162 038
Urban Needs: A Bibliography and Directory for Community Resource Centers. ED 162 037//

Urban Education
ERIC References on Urban and Minority Education. ED 162 013
Significant Developments in School/Community Interactions. Urban Education: Progress Toward Renewal and Reform. ED 161 986
Urban Resources as Educators. ED 162 014

Urban Environment
Interactions of a Developing Medical School and an Urban Community. Paper Presented at the Annual Meeting of the American Association for the Advancement of Science (Boston, Massachusetts, 1976). ED 161 660
Urban Resources as Educators. ED 162 014

Urban Population
Urban and Rural Population Change in Wisconsin Counties, 1960 to 1975. Population Series 70-9. ED 161 602

Urban Schools
Federal Aid, Urban Schools and State Responsibility for Quality of Life. ED 161 971
Guidelines for the Formation and Maintenance of a Consortium: A Resource Manual for Administrators. ED 161 976
Management Analysis in the Chicago Public Schools. ED 161 968
Planning Urban Education: New Ideas and Techniques to Transform Learning in the City. ED 161 984//

Urban to Suburban Migration
White Flight, Demographic Transition, and the Future of School Desegregation. ED 162 000

Urban Youth
Poor Administration of the 1977 Summer Program for Economically Disadvantaged Youth in New York City. ED 161 997

Use Studies
A Comparative Student Profile Study: Sunnyvale Center De Anza College Fall 1977 and 1978. ED 161 472
Information Resources: An Analysis of Community Needs and an Evaluation of Library Services in Chatham and Alamance Counties. ED 161 438
A Study to Determine the Utilization of Shorthand in Pennsylvania Offices. ED 160 886

USSR (Tbilisi)
Intergovernmental Conference on Environmental Education Organized by UNESCO in Co-operation with UNEP (Tbilisi, USSR, 14-26 October 1977). Final Report. ED 161 711//

V TECS Catalogs
Job Title Analysis for Selected Job Titles in Horticulture. Final Report. ED 160 889

Validity
Competency Based Curriculum for Agricultural Occupations Programs Phase I Developing an Occupational Matrix and Completing a Job Title Purposive Study. Final Report. ED 160 820
How to Make the Most Out of Course Evaluation Forms. ED 161 320
Job Title Analysis for Selected Job Titles in Horticulture. Final Report. ED 160 889
Validation of Agricultural Mechanics Curriculum Manual. ED 160 819

Values
Can Meta-Evaluation Give a Direction for Research on Evaluation? ED 161 938
Comprehensive Career Guidance. Methods Guide. K-6 Career. ED 160 842
K-12 Course Goals in Language Arts. Second Edition. ED 161 025//
Learning in Adolescence. The Andover Review: A Journal for Secondary Education, Spring 1978. Special Issue . And Learning in Adolescence II. The Andover Review: A Journal for Secondary Education, Fall 1978. Special Issue . ED 161 781
Life Career Planning: Values, Decisions and Goals. Leader's Handbook . ED 160 852
Thanksgiving Address of the North American Indian Ohenton Kariwatehkwen. ED 161 575//
Why Parental Involvement? ED 161 826

Verbal Ability
Incidence and Correlates of Illiteracy in Irish Primary Schools. ED 160 976

Verbal Communication
Communication Training for Couples: A Comparative Study. ED 160 914

Verbal Development
A Functional Analysis of Defective and Non-Defective Requests in the Speech of Mothers to Children. Papers and Reports on Child Language Development, No. 11. ED 161 267
Improving the Verbal Cognitive Skills of Disadvantaged Preschool Children Through the Arts. Project Termination Report. ED 161 536
A Longitudinal Study of the Acquisition of the Voicing Contrast in American-English Word-Initial Stops, as Measured by Voice Onset Time. Papers and Reports on Child Language Development, No. 14. ED 161 305
Phonemic Discrimination and the Knowledge of Words in Children under 3 Years. Papers and Reports on Child Language Development, No. 11. ED 161 266
Phonological Production and Perception in Verbal Autistic, Normal, and Mentally Retarded Subjects. Papers and Reports on Child Language Development, No. 12. ED 161 300
Topics in the Acquisition of Mandarin Phonology: A Case Study. Papers and Reports on Child Language Development, No. 14. ED 161 304
Types of Private Speech Produced by Hyperactive and Non-Hyperactive Boys. ED 161 197

Verbal Measure of Information Rate
Classroom Use of a Verbal Measure of Information Rate: An Exploratory Study. ED 161 939

Veterans Administration
Cost-Effective Position Management: A Training Program for Local VA Management. ED 160 804

Victims
Victim Emotional Response: Effects on Social Reaction to Victims of Rape. ED 160 904

Viewing Time
Children's Television: An Analysis of Programming and Advertising. ED 161 050//

Violence
Anger in Everyday Life: When, Where, and With Whom? ED 160 966

Virginia
Demonstration and Research Pest Control: A Training Program for the Certification of Pesticide Applicators, Manual No. 10. ED 161 762

Visual Aids
Intermediate SCDC Spanish Curricula Units. Language Arts, Unit 1, Kits 1-4, Supplement & Ditto Packet. ED 161 597
SCDC Spanish Curricula Units. Fine Arts Strand, Unit 6, Grade 2, Supplement & Ditto Packet. ED 161 638
SCDC Spanish Curricula Units. Fine Arts Strand, Unit 7, Grade 3, Supplement & Ditto Packet. ED 161 646
SCDC Spanish Curricula Units. Fine Arts Strand, Unit 8, Grade 3, Supplement & Ditto Packet. ED 161 651
SCDC Spanish Curricula Units. Fine Arts Strand, Unit 9, Grade 3, Supplement & Ditto Packet. ED 161 626
SCDC Spanish Curricula Units. Fine Arts, Unit 10, Grade 3, Supplement & Ditto Packet. ED 161 614
SCDC Spanish Curricula Units. Fine Arts, Unit 4, Grade 2, Supplements & Ditto Packet. ED 161 640
SCDC Spanish Curricula Units. Language Arts Strand, Unit 8, Grade 3, Supplement & Ditto Packet. ED 161 657
SCDC Spanish Curricula Units. Language Arts Strand, Unit 9, Grade 3, Supplement & Ditto Packet. ED 161 622
SCDC Spanish Curricula Units. Language Arts, Unit 10, Grade 3, Supplement & Ditto Packet. ED 161 612
SCDC Spanish Curricula Units. Language Arts, Unit 4, Grade Two, Supplement & Ditto Packet. ED 161 594
SCDC Spanish Curricula Units. Language Arts, Unit 6, Grade 2, Supplement & Ditto Packet. ED 161 630
SCDC Spanish Curricula Units. Science/Math Strand, Unit 3, Grade One, Supplement & Ditto Packet. ED 161 588
SCDC Spanish Curricula Units. Science/Math Strand, Unit 4, Grade 2, Supplements & Ditto Packet. ED 161 590
SCDC Spanish Curricula Units. Science/Math Strand, Unit 6, Grade 2, Supplement & Ditto Packet. ED 161 636
SCDC Spanish Curricula Units. Science/Math Strand, Unit 7, Grade 3, Supplement & Ditto Packet. ED 161 644
SCDC Spanish Curricula Units. Science/Math Strand, Unit 8, Grade 3, Supplement & Ditto Packet. ED 161 653
SCDC Spanish Curricula Units. Science/Math Strand, Unit 9, Grade 3, Supplement & Ditto Packet. ED 161 628
SCDC Spanish Curricula Units. Science/Math, Unit 1, Grade One, Supplement & Ditto Packet. ED 161 583
SCDC Spanish Curricula Units. Science/Math, Unit 10, Grade 3, Supplement & Ditto Packet. ED 161 616
SCDC Spanish Curricula Units. Social Science Strand, Unit 6, Grade 2, Supplement & Ditto Packet. ED 161 634
SCDC Spanish Curricula Units. Social Science Strand, Unit 7, Grade 3, Supplement & Ditto Packet. ED 161 642
SCDC Spanish Curricula Units. Social Science Strand, Unit 8, Grade 3, Supplement & Ditto Packet. ED 161 655
SCDC Spanish Curricula Units. Social Science Strand, Unit 9, Grade 3, Supplement & Ditto Packet. ED 161 620
SCDC Spanish Curricula Units. Social Science, Unit 10, Grade 3, Supplement & Ditto Packet. ED 161 618
SCDC Spanish Curricula Units. Spanish SL Strand, Unit 10, Grade 3, Supplement & Ditto Packet. ED 161 610
SCDC Spanish Curricula Units. Spanish SL Strand, Unit 3, Grade One, Supplement & Ditto Packet. ED 161 585
SCDC Spanish Curricula Units. Spanish SL Strand, Unit 4, Grade Two, Supplement & Ditto Packet. ED 161 592
SCDC Spanish Curricula Units. Spanish SL Strand, Unit 6, Grade 2, Supplement & Ditto Packet. ED 161 632
SCDC Spanish Curricula Units. Spanish SL Strand, Unit 7, Grade 3, Supplement & Ditto Packet. ED 161 649
SCDC Spanish Curricula Units. Spanish SL Strand Unit 8, Grade 3, Supplement & Ditto Packet. ED 161 659
SCDC Spanish Curricula Units. Spanish SL Strand, Unit 9, Grade 3, Supplement & Ditto Packet. ED 161 624

Visual Arts
Report on the Development of a Close Range Photogrammetry (CRP) Educational Technician Program (Museum and Archive Use). ED 161 704

Visual Learning
Visual Symbol Communication Instruction, Part I: Receptive Instruction. Experimental Edition. ED 161 212

Visual Measures
Pictorial Sequences As the Basis for Tests of Reasoning. ED 161 931

Visual Perception
Perception and Retention in Children's Reading. Final Report. ED 160 981

Visually Handicapped
Living Skills Center for the Visually Handicapped. Career Education Program Project Performance Reports. ED 160 795

Vocabulary
Health Vocabulary, 1966. Guide for Translation into the Language, Chinyanja, of the Host Country, Malawi. ED 161 241
Overcoming the Language Barrier. Third European Congress on Information Systems and Networks, Vol. 1. ED 161 280//
A Writing Vocabulary of Elementary Children. ED 161 084//

Vocabulary Development
Spelling Out an Approach to Spelling: Using the N-ABELS Vocabulary to Build an Individualized Spelling Program. ED 161 066
Toward Reassessment of the Principles Underlying Choice of Vocabulary and Reading Selections in Developmental Reading Programs for the Elementary School. ED 160 989
Vocabulary and Reading Comprehension: Instructional Effects. Technical Report No. 100. ED 160 999

Vocalization
Topics in the Acquisition of Mandarin Phonology: A Case Study. Papers and Reports on Child Language Development, No. 14. ED 161 304

Vocational Aptitude
Development of the Armed Services Vocational Aptitude Battery (ASVAB) Forms 2 and 3. Technical Paper 289. ED 161 913
The Feasibility of Using Work Evaluation as a Tool for Assessment in Adult Basic Education. Final Report. A Sub-Project of the Graduate Student Project, Phase II. ED 160 808

Vocational Counseling
Development and Field Test of a Multi-Purpose Computerized Vocational Counseling Program for Providing Placement, Occupational and Educational Information to Unemployed Adults, Handicapped Persons and Inmates in Correctional Institutions. Final Report. Volume I of III: Project Results. ED 160 736
Model for Articulated Counseling Services. Final Report. Research Series No. 49. ED 160 812
A Model for Developing and Operating an Adult Career Guidance Center. ED 160 917
Quality Incremental Improvements in the Implementation of a Career-Centered Curriculum for Grades 1-12. Final Report. ED 160 801
Recommendations for Developing Career Centers. ED 161 483
Searchlight: Relevant Resources in High Interest Areas. Mid-Career Change: An Overview of Counseling Practices and Programs. ED 160 905
Women in Science and Technology: Careers for Today and Tomorrow. ED 161 710

Vocational Education
Alabama Vocational Management Information System. Final Report. ED 160 888
An Analysis of Alternatives for the Implementation of Part A, Sec. 111 (2) (A) and (B) Payment to States of Public Law 94-482. Final Report. ED 160 873
Annual Report on State Research Coordinating Unit Activities for the Period October 1, 1976-September 30, 1977. Fiscal Year 1977. ED 160 771
An Appraisal of the Industrial Cooperative Education Program Based on Responses from Students and Employers. ED 161 493
An Appraisal of the Industrial Cooperative Education Program Based on Responses from Students and Employers. Supplemental Report No. 3: The Women Students. ED 161 498
Beggers, Builders, Brothers. ED 161 179
Career Education Programming for the Handicapped: Cooperative Personnel Preparation. Final Report. ED 161 178
Course of Study: Citizens' Advisory Councils in Education. ED 160 809
The Development of a Competency Based Teacher Education Curriculum Model. Final Report. ED 160 744
Eliminating Sexism: Rewriting the Scripts. An Informational Guide to Sex Stereotyping, Sex Bias and Sex Discrimination. Instructor's Manual. ED 160 753
Evaluation of Funded Projects for Development of Vocational Instructional Materials (Conclusion of Two Year Project). Final Report. Vocational-Technical Education Research Report, Volume 15, Number 12. ED 160 828
Guidelines for Local Advisory Councils on Vocational-Technical Education. (Revised). ED 160 728
Habilitation of the Severely and Profoundly Retarded: Volume II. Reports from the Specialized Training Program. ED 161 171
Internships for the Undergraduate Major at the Liberal Arts College. ED 161 818
Learning Activity Packets for Minimal Mathematics Competencies in Vocational Education. Exemplary Project in Vocational Education Conducted under Public Law 90-576, Section 132 of P.L. 94-482. Final Report. ED 160 830
Module Development Handbook. ED 160 776
Needs Assessment Procedure: Mainstreaming Handicapped. Volume I. Final Technical Report. ED 160 891
Needs Assessment Procedure: Mainstreaming Handicapped. Volume II. A Manual for Vocational Education Administrators. Final Report. ED 160 892
Plan for Comprehensive Vocational, Technical and Adult Post-Secondary Education Services to Wisconsin through 1980. ED 160 811
Research Perspectives on the Transition from School to Work. Report of a European Contact Workshop Organised by the Institute of Education (ECF) under the Auspices of the Council of Europe with the Participation of the Commission of the European Communities, Brugge, July 1977. ED 160 760//
A Review of Related Literature Concerning Components of Systems and Studies That Impact on Identification and Selection of EMRs and Slow Learners for Vocational Programs. ED 160 817
Role and Responsibility of Industry in the Professional Development of Vocational Educators. ED 160 745
Safety Standards Plan for Middlesex County Vocational & Technical High Schools. ED 160 866
Sex Stereotyping, Bias, and Discrimination in the World of Work: A Workbook. Instructor's Manual. ED 160 755
Strategies to Eliminate Sex Stereotyping and Sex Bias: An Administrator's Manual. ED 160 752
Teacher Expectancy Related to Student Performance in Vocational Education. ED 160 890
Teaching Tips on Cultural Differences in Vocational Education. A Guidebook of Selected Activities for Teaching Students Who Are Ethnically and/or Culturally Different. ED 160 767
The Testing of Selected Strategies to Eliminate Sex Bias in Vocational Education Programs. Executive Summary. ED 160 757
The Testing of Selected Strategies to Eliminate Sex Bias in Vocational Education Programs. Final Report. Volume I. Final Technical Report. ED 160 758
Towards Measuring the Success of Occupational Education. AIR Forum Paper 1978. ED 161 399
Using Community-Wide Collaborative Councils for the Professional Development of Vocational Educators. ED 160 747
Vocational and Special Education. Program Review. A Study Conducted on Behalf of the State of Alaska Department of Education Dr. Marshall Lind, Commissioner. ED 160 735
Women in Non-Traditional Vocational Education in Secondary Schools. Final Report. ED 160 806
Working Effectively with the Community Power Structure. ED 160 743
1973 Career Graduates: A Profile of CUNY Community College Students. ED 161 470
50 Ways to Get More Out of Your Advisory Committee. ED 160 748

Vocational Education Amendments 1968
Annual Report on State Research Coordinating Unit Activities for the Period October 1, 1976-September 30, 1977. Fiscal Year 1977. ED 160 771

Vocational Education Teachers
The Development of a Series of Recommendations and Procedures Required in Administration of a Centralized Program of Occupational Competency Assessment. ED 160 754
Identifying Competencies Needed to Train Vocational Teachers to Teach Disadvantaged Students in the Inner Cities of Pennsylvania. ED 160 818
Region V Invitational Workshop on Professional Development. Final Evaluation Report. ED 160 788
Teaching Tips on Cultural Differences in Vocational Education. A Guidebook of Selected Activities for Teaching Students Who Are Ethnically and/or Culturally Different. ED 160 767

Vocational Followup
A Five-Year Perspective on Job Placement for JCCC Career Students (Classes of 1973-1977). ED 161 508
Job Related Measures of Educational Effectiveness. AIR Forum Paper 1978. ED 161 372

Vocational Maturity
A Charter for Improved Rural Youth Transition. ED 161 568

Vocational Schools
Private Vocational Schools and Public Policy. ED 160 895

Vocational Training Centers
Vocational Training in Latin America: A Comparative Perspective. Monographs on Comparative and Area Studies in Adult Education. ED 160 898

Voicing
A Longitudinal Study of the Acquisition of the Voicing Contrast in American-English Word-Initial Stops, as Measured by Voice Onset Time. Papers and Reports on Child Language Development, No. 14. ED 161 305

Voluntary Agencies
Building Black-Controlled Family Agencies: Benefits and Impediments. ED 162 016

Volunteer Training
Procedures Manual of the Adult Right-To Read Project of the Vermont Adult Basic Education Program 1975-1978; Addison and Rural Chittenden Counties, Vermont. ED 161 003
Teachers Using Volunteers and Aides: An Inservice Teaching Packet. ED 161 868

Volunteers
Evaluating Women's Homemaking and Volunteer Experiences for College Credit. ED 160 772
Volunteer Effectiveness in Counseling Chronically Depressed Women Outpatients. ED 160 903
Volunteers in Child Abuse and Neglect Programs. A Special Report from the National Center on Child Abuse and Neglect, August, 1978. ED 161 203
The Volunteers Speak Again: The Second Annual Survey of Peace Corps Volunteers. ED 161 709

Wages
The Earnings of Males and Marital Disruption. Discussion Paper No. 504-78. ED 162 046
The Education Industry in Puerto Rico. An Economic Report. ED 161 157

Waste Disposal
Application of Sludges and Wastewaters on Agricultural Land: A Planning and Educational Guide, MCD-35. Research Bulletin 1090. ED 161 750
Microscopic Analysis of Plankton, Periphyton, and Activated Sludge. Training Manual. ED 161 715
National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Solid Waste. ED 161 742

Waste Water Treatment
Development and Exchange of Instructional Resources in Water Quality Control Programs, II: Instructional Materials Available. ED 161 694//
Microscopic Analysis of Plankton, Periphyton, and Activated Sludge. Training Manual. ED 161 715
National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Abstract. ED 161 731
National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Wastewater II (Multiple Degree Programs). ED 161 744
National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Wastewater I (Single Degree Programs). ED 161 743
Programmed Training for Water/Wastewater Operators. ED 161 661//
Self-Monitoring Procedures: Basic Laboratory Skills, Instructional Package Worksheets. ED 161 699

Water Pollution Control
Development and Exchange of Instructional Resources in Water Quality Control Programs, II: Instructional Materials Available. ED 161 694//
National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Wastewater II (Multiple Degree Programs). ED 161 744
National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Wastewater I (Single Degree Programs). ED 161 743
Paying for Pollution: Water Quality and Effluent Charges. Proceedings from a Conference (Chicago, Illinois, May 19, 1977). ED 161 703
Programmed Training for Water/Wastewater Operators. ED 161 661//
Self-Monitoring Procedures: Basic Laboratory Skills, Instructional Package Worksheets. ED 161 699
Supervisory Management in the Water/Wastewater Field: Self Study Program. Revised Second Edition. Textbook and Student Manual. Lessons 1-7 and Appendix. Executive Programs of the Graduate School of Business Administration of Michigan State University. ED 161 662

Water Quality
Development and Exchange of Instructional Resources in Water Quality Control Programs, IV: Selecting Instructional Media and Instructional Systems. ED 161 696//

Water Resources
Application of Sludges and Wastewaters on Agricultural Land: A Planning and Educational Guide, MCD-35. Research Bulletin 1090. ED 161 750
Microscopic Analysis of Plankton, Periphyton, and Activated Sludge. Training Manual. ED 161 715
National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Abstract. ED 161 731
National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Potable Water II (Multiple Degree Programs). ED 161 739
National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Potable Water I (Single Degree Programs). ED 161 738
Paying for Pollution: Water Quality and Effluent Charges. Proceedings from a Conference (Chicago, Illinois, May 19, 1977). ED 161 703

Water Treatment
Development and Exchange of Instructional Resources in Water Quality Control Programs, II: Instructional Materials Available. ED 161 694//
National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Potable Water II (Multiple Degree Programs). ED 161 739
National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Potable Water I (Single Degree Programs). ED 161 738
Supervisory Management in the Water/Wastewater Field: Self Study Program. Revised Second Edition. Textbook and Student Manual. Lessons 1-7 and Appendix. Executive Programs of the Graduate School of Business Administration of Michigan State University. ED 161 662

Welfare Recipients
The Confidence Clinic: A Program for Self-Esteem, Independence, and Career Planning. ED 161 476

Welfare Services
Can Welfare Reform Eliminate Poverty? Discussion Paper No. 517-78. ED 162 049

Wide Range Achievement Test
The Wide Range Achievement Test and the Peabody Individual Achievement Test: A Comparative Study. ED 160 982

Widowed
Real Women, Real Lives. Marriage, Divorce, Widowhood. ED 161 778

Wisconsin
Articulation of Bookkeeping/Accounting Competencies between Secondary and Postsecondary Levels in the Lakeshore VTAE District. Final Report. ED 160 749
Plan for Comprehensive Vocational, Technical and Adult Post-Secondary Education Services to Wisconsin through 1980. ED 160 811
Urban and Rural Population Change in Wisconsin Counties, 1960 to 1975. Population Series 70-9. ED 161 602

Wisconsin Career Education Consortium
Third Party Evaluation Report for the Wisconsin Career Education Consortium, Project No. 554AH50646. ED 160 787
Wisconsin K-12 Career Education Consortium. Final Project Performance Report. Volume II of Two Volumes. ED 160 786
Wisconsin K-12 Career Education Consortium. Final Project Performance Report. Volume I of Two Volumes. ED 160 785

Withdrawal Tendencies (Psychology)
The Effects of Repeated Treatment on the Maintenance of Social Behavior. Report No. 38. ED 161 239

Wittenberg University OH
Impacts of Workshops for Instructional Improvement: The Results of an Evaluation of a Component of a Faculty Development Program. AIR Forum Paper 1978. ED 161 365

Women Professors
Concerns of Women in Educational Research and Development at Three Stages of Professional Development: Student Years, Early Postdoctoral Years, and Intermediate Professional Years. Research Memorandum. ED 161 317

Womens Athletics
Psychological Aspects of Female College Athletes. ED 161 832

Womens Education
Evaluating Women's Homemaking and Volunteer Experiences for College Credit. ED 160 772

Female Access to Careers in Engineering Technology. Exemplary Project in Vocational Education Conducted under Section 132 of Public Law 94-482. Final Report.
ED 160 829
Five Approaches to Increasing Participation of Talented Women in Science Careers. Paper Presented at the Annual Meeting of the National Science Teachers Association (Washington, D.C., April 1978).
ED 161 690
Innovative Opportunities for the Returning Woman.
ED 160 750
On Campus With Women.
ED 162 036
Peace Corps Program & Training Journal, Vol. IV, No. 6.
ED 161 708
A Report to the Fund for the Improvement of Postsecondary Education on the Regional Continuing Education for Women Program.
ED 160 759
Research Challenges and Opportunities. Paper from the Conference on Expanding the Role of Women in the Sciences (New York, New York, March 6-8, 1978).
ED 161 691
Responsiveness vs. Resources: The Implementation and Impact of Affirmative Action Programs for Women Scientists in Postsecondary Education. AIR Forum Paper, 1978.
ED 161 389
Women at Work in Los Angeles County.
ED 161 985
Women in Science and Technology: Careers for Today and Tomorrow.
ED 161 710

Womens Studies
People* Working . . . *Especially Women . . . A Book of Materials, Activities, and Ideas for the Classroom Teacher.
ED 162 025
The Reported Impact of Women's Studies Courses on Students' Lives.
ED 160 944
Sourcebook for Sex Equality: Small Presses. An Annotated Listing of Small Presses and Alternative Sources for Books and Media. Bibliographic Series, 1.
ED 162 023

Word Frequency
Toward Reassessment of the Principles Underlying Choice of Vocabulary and Reading Selections in Developmental Reading Programs for the Elementary School.
ED 160 989
A Writing Vocabulary of Elementary Children.
ED 161 084//

Word Lists
Compilation of a Communication Skills Lexicon Coded with Linguistic Information. Technical Report No. 58.
ED 161 041
Health Vocabulary, 1966. Guide for Translation into the Language, Chinyanja, of the Host Country, Malawi.
ED 161 241
Spelling Out an Approach to Spelling: Using the N-ABELS Vocabulary to Build an Individualized Spelling Program.
ED 161 066
A Writing Vocabulary of Elementary Children.
ED 161 084//

Word Study Skills
Perception and Retention in Children's Reading. Final Report.
ED 160 981

Work Attitudes
Competency-Based Education and the World of Work.
ED 160 730
Dual-Career Relationships: The College Couple Perspective.
ED 160 939

Work Environment
Sex and Authority in the Workplace: The Causes of Sexual Inequality. Discussion Paper No. 506-78.
ED 162 042
Work and Leisure Environments. Leader's Handbook .
ED 160 857

Work Experience Programs
A Five-Year Perspective on Job Placement for JCCC Career Students (Classes of 1973-1977).
ED 161 508
Work Experience Manual.
ED 160 823

Work Sample Tests
The Feasibility of Using Work Evaluation as a Tool for Assessment in Adult Basic Education. Final Report. A Sub-Project of the Graduate Student Project, Phase II.
ED 160 808

Work Sheets
Measuring and Improving Group Effectiveness. Keys to Community Involvement Series: 11.
ED 161 127

Workbooks
Student Activity Workbook for Use with Finding Information in the Library.
ED 161 461

Working Hours
Teacher Workload. Bibliographies in Education No. 63.
ED 161 827

Working Women
Community Survey on the Status of Women. 2nd Edition.
ED 160 739
Custody, Care, and Nurture: Trends in Early-Childhood Education in Wollongong.
ED 161 537
People* Working . . . *Especially Women . . . A Book of Materials, Activities, and Ideas for the Classroom Teacher.
ED 162 025
Professional Women's Groups, May 1978.
ED 162 035
Sex-Linked Role Behavior in Three Employment Groups.
ED 160 945
Sex Role Ideology and Socialization Experiences as They Relate to the Motivation for Parenthood.
ED 160 960
Sexual Stratification in the Workplace: Male-Female Differences in Economic Returns to Occupation.
ED 160 826
Women at Work in Los Angeles County.
ED 161 985
Women Traffic Officer Project. Final Report.
ED 160 825

Worksheets
Instructor's Manual for Electrical Apprentice Technical Training. Series No. D (Fourth Year). Revised to Meet 1978 Electrical Code.
ED 160 884
Intermediate SCDC Spanish Curricula Units. Language Arts, Unit 1, Kits 1-4, Supplement & Ditto Packet.
ED 161 597
Related Instructional Material for Electrical Apprentice Technical Training. Student Worksheets. Series C (Third Year). Revised to Meet 1978 Electrical Code.
ED 160 883
Related Instructional Material for Electrical Apprentice Technical Training. Student Worksheets. Series D (Fourth Year). Revised to Meet 1978 Electrical Code.
ED 160 885
Related Instructional Material for Electrical Apprentice Technical Training. Student Worksheets. Series No. A (First Year). Revised to Meet 1978 Electrical Code.
ED 160 879
Related Instructional Material for Electrical Apprentice Technical Training. Student Worksheets. Series No. B (Second Year). Revised to Meet 1978 Electrical Code.
ED 160 881
SCDC Spanish Curricula Units. Fine Arts Strand, Unit 6, Grade 2, Supplement & Ditto Packet.
ED 161 638
SCDC Spanish Curricula Units. Fine Arts Strand, Unit 7, Grade 3, Supplement & Ditto Packet.
ED 161 646
SCDC Spanish Curricula Units. Fine Arts Strand, Unit 8, Grade 3, Supplement & Ditto Packet.
ED 161 651
SCDC Spanish Curricula Units. Fine Arts Strand, Unit 9, Grade 3, Supplement & Ditto Packet.
ED 161 626
SCDC Spanish Curricula Units. Fine Arts, Unit 10, Grade 3, Supplement & Ditto Packet.
ED 161 614
SCDC Spanish Curricula Units. Fine Arts, Unit 4, Grade 2, Supplements & Ditto Packet.
ED 161 640
SCDC Spanish Curricula Units. Language Arts Strand, Unit 8, Grade 3, Supplement & Ditto Packet.
ED 161 657
SCDC Spanish Curricula Units. Language Arts Strand, Unit 9, Grade 3, Supplement & Ditto Packet.
ED 161 622
SCDC Spanish Curricula Units. Language Arts, Unit 10, Grade 3, Supplement & Ditto Packet.
ED 161 612
SCDC Spanish Curricula Units. Language Arts, Unit 4, Grade Two, Supplement & Ditto Packet.
ED 161 594
SCDC Spanish Curricula Units. Language Arts, Unit 6, Grade 2, Supplement & Ditto Packet.
ED 161 630
SCDC Spanish Curricula Units. Science/Math Strand, Unit 3, Grade One, Supplement & Ditto Packet.
ED 161 588
SCDC Spanish Curricula Units. Science/Math Strand, Unit 4, Grade 2, Supplements & Ditto Packet.
ED 161 590
SCDC Spanish Curricula Units. Science/Math Strand, Unit 6, Grade 2, Supplement & Ditto Packet.
ED 161 636
SCDC Spanish Curricula Units. Science/Math Strand, Unit 7, Grade 3, Supplement & Ditto Packet.
ED 161 644
SCDC Spanish Curricula Units. Science/Math Strand, Unit 8, Grade 3, Supplement & Ditto Packet.
ED 161 653
SCDC Spanish Curricula Units. Science/Math Strand, Unit 9, Grade 3, Supplement & Ditto Packet.
ED 161 628
SCDC Spanish Curricula Units. Science/Math, Unit 1, Grade One, Supplement & Ditto Packet.
ED 161 583
SCDC Spanish Curricula Units. Science/Math, Unit 10, Grade 3, Supplement & Ditto Packet.
ED 161 616
SCDC Spanish Curricula Units. Social Science Strand, Unit 6, Grade 2, Supplement & Ditto Packet.
ED 161 634
SCDC Spanish Curricula Units. Social Science Strand, Unit 7, Grade 3, Supplement & Ditto Packet.
ED 161 642
SCDC Spanish Curricula Units. Social Science Strand, Unit 8, Grade 3, Supplement & Ditto Packet.
ED 161 655
SCDC Spanish Curricula Units. Social Science Strand, Unit 9, Grade 3, Supplement & Ditto Packet.
ED 161 620
SCDC Spanish Curricula Units. Social Science, Unit 10, Grade 3, Supplement & Ditto Packet.
ED 161 618
SCDC Spanish Curricula Units. Spanish SL Strand, Unit 10, Grade 3, Supplement & Ditto Packet.
ED 161 610
SCDC Spanish Curricula Units. Spanish SL Strand, Unit 3, Grade One, Supplement & Ditto Packet.
ED 161 585
SCDC Spanish Curricula Units. Spanish SL Strand, Unit 4, Grade Two, Supplement & Ditto Packet.
ED 161 592
SCDC Spanish Curricula Units. Spanish SL Strand, Unit 6, Grade 2, Supplement & Ditto Packet.
ED 161 632
SCDC Spanish Curricula Units. Spanish SL Strand, Unit 7, Grade 3, Supplement & Ditto Packet.
ED 161 649
SCDC Spanish Curricula Units. Spanish SL Strand, Unit 8, Grade 3, Supplement & Ditto Packet.
ED 161 659
SCDC Spanish Curricula Units. Spanish SL Strand, Unit 9, Grade 3, Supplement & Ditto Packet.
ED 161 624

Workshops
Conducting Leadership Training Workshops.
ED 160 816
P.L. 94-142 Not Just a Law - A Darn Good Idea'' A Resource Packet for Use in the Conference: Advancing the Handicapped and School Administration.
ED 161 188
Region V Invitational Workshop on Professional Development. Final Evaluation Report.
ED 160 788
Workshop Leaders's Guide. To Accompany: Program Evaluation Skills for Busy Administrators.
ED 161 888

World Affairs
World Population: The Silent Explosion. Department of State Bulletin, Fall 1978.
ED 161 760

World Health Organization
Child Cancer Control. Report on a Working Group.
ED 161 554
Child Mental Health and Psychosocial Development. Report of a WHO Expert Committee. Technical Report Series No. 613.
ED 161 538
Problems of Children of School Age (10-13 Years). Report on a Working Group.
ED 160 902

World Problems
Christian Voices on World Order. The Whole Earth Papers, Vol. 1, No. 10.
ED 161 796
A Hierarchy of Human Rights.
ED 161 787
Indian Voices on World Order. The Whole Earth Papers, Vol. 1, No. 5, Winter, 1978.
ED 161 799
The Peace Paradigm And Housing and World Order And Hunger and World Order And Hunger and World Order: Shaping a Moral Vision. The Whole Earth Papers, Vol. 1, No. 1-4, Fall, 1977.
ED 161 797
A Preliminary Study of the Obstacles to, the Status of and Potential for Education for the Promotion of Disarmament. Seminar on the Obstacles to Disarmament and the Ways of Overcoming Them (3-7 April 1978).
ED 161 789
Women and Peace And Vienna Conference: Women and Disarmament And Women, Power and Alternative Futures, Part I: Women and World Order And Women, Power and Alternative Futures, Part II: Women and Power. The Whole Earth Papers. Vol. 1, No. 6-8, Spring, 1978.
ED 161 798
World Population: The Silent Explosion. Department of State Bulletin, Fall 1978.
ED 161 760

Writing
On Getting Published: An Editor's Perspective.
ED 161 102
Scriptwriting for the Audio-Visual Media: Radio, Films, Television, Filmstrips, Slidefilms.
ED 161 049//

Writing Exercises
Assignments that Succeed: A Case Approach to Composition.
ED 161 060

Writing for Publication
Magazine Writing Today.
ED 161 052//
On Getting Published: An Editor's Perspective.
ED 161 102
Writing to Be Read.
ED 161 063

Writing Miscues
A Comparison of Reading Miscues and Writing Miscues.
ED 161 009
Miscue Analysis in Writing.
ED 161 078
Miscue Analysis: The Writing of Three Hispanic American Students in a Class of Twenty Fourth Graders.
ED 161 077

Writing Skills
Aspects of Communicative Competence: The Effect of Situation upon the Oral Language of Adults with Different Reading and Writing Proficiencies.
ED 161 023
A Comparison of Reading Miscues and Writing Miscues.
ED 161 009
Developing a Research-Based Language/Reading Program.
ED 160 974
Incidence and Correlates of Illiteracy in Irish Primary Schools.
ED 160 976
Let's Write It Right! A Student-Oriented Approach for Teaching Letterwriting Skills.
ED 161 068
Magazine Writing Today.
ED 161 052//
Miscue Analysis in Writing.
ED 161 078
Miscue Analysis: The Writing of Three Hispanic American Students in a Class of Twenty Fourth Graders.
ED 161 077
Vermont Diary: Language Arts in the Open Classroom.
ED 161 055//
What Psychology and Special Education Have to Share with Teachers of Writing.
ED 161 074
Writing and Learning Across the Curriculum 11-16.
ED 161 064//
Written Language and Writing Abilities: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' January through April 1978 (Vol. 38 Nos. 7 through 10).
ED 161 082

Written Language
Communication Arts in the Ancient World.
ED 161 108//
Language Games-An Important Component of the Reading Program.
ED 160 977
What Psychology and Special Education Have to Share with Teachers of Writing.
ED 161 074
A Writing Vocabulary of Elementary Children.
ED 161 084//
Written Language and Writing Abilities: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' January through April 1978 (Vol. 38 Nos. 7 through 10).
ED 161 082

Youth Employment
How Young People Find Career-Entry Jobs: A Review of the Literature.
ED 160 821
A Knowledge Development Plan for the Youth Employment and Demonstration Projects Act of 1977.
ED 160 743
Poor Administration of the 1977 Summer Program for Economically Disadvantaged Youth in New York City.
ED 161 997
Research Perspectives on the Transition from School to Work. Report of a European Contact Workshop Organised by the Institute of Education (ECF) under the Auspices of the Council of Europe with the Participation of the Commission of the European Communities, Brugge, July 1977.
ED 160 760//

Youth Employment Demonstration Projects Act
YEDPA and Career Education.
ED 160 793

Youth Employment Demonstration Projects Act 1977
A Knowledge Development Plan for the Youth Employment and Demonstration Projects Act of 1977.
ED 160 743

Youth Problems
Highlights from Drug Use Among American High School Students 1975-1977.
ED 160 969
Problems of Children of School Age (10-13 Years). Report on a Working Group.
ED 160 902
Violent Youth: Who Are They, Where Do They Belong?
ED 160 958

Youth Programs
A Knowledge Development Plan for the Youth Employment and Demonstration Projects Act of 1977.
ED 160 743

Abrahamson, Richard F.
The Ultimate Developmental Task in Adolescent Literature.
ED 161 075

Adler, Sarah Jane
High/Scope Foundation - B.E.H. Special Project for the Preparation of Preschool Specialists. Final Report.
ED 161 215

Ahmed, K.
MCAID A Generalized Text Driver.
ED 161 420

Al-Abdulla, Nasmah
Methods Used for Kindergartens in the State of Kuwait.
ED 161 545

Allen, Bruce H.
The Role of Institutional Research in the College and University Marketing Process. AIR Forum Paper 1978.
ED 161 391

Allen, Charles
Reconciling the Differences: Partnerships in Teacher Preparation Programs.
ED 161 071

Allen, David
An Analysis of Alternatives for the Implementation of Part A, Sec. 111 (2) (A) and (B) Payment to States of Public Law 94-482. Final Report.
ED 160 873

Allen, George D.
Development of Rhythm in Early Phonology. Papers and Reports on Child Language Development, No. 12.
ED 161 296

Almeida, Raymond Anthony, Ed.
Cape Verdeans in America: Our Story.
ED 161 773

Alper, Theodore G.
Individual Educational Plans, How Well Do They Work?
ED 161 235

Altenberg, Evelyn
A Study of English Second Language Phonology. CUNYForum, No. 3.
ED 161 282

Amstutz, Donna D.
Adult Basic Education Sourcebook: Answers to Questions Commonly Asked by ABE/GED Instructors.
ED 160 899

Ancheta, Bernard
Staff Development for Student Personnel Services in the Los Angeles Community College District.
ED 161 488

Anderson, Bernard E.
The State of Black America, 1978.
ED 161 970

Anderson, Beverly
Report of the Michigan Educational Assessment Program's External Advisory Panel on Evaluation.
ED 161 950

Anderson, Ernest B.
Performance Decrements Following Stress: Learned Helplessness, Passive Uncontrollability, or Distrust?
ED 160 954

Anderson, James A.
An Evaluation of Ascertainment Data Collection Methods Appropriate to Rural Areas. Final Report.
ED 161 410

Anderson, James W.
Comparing Public Relations' Lifestyles in a Campaigns Course.
ED 161 069

Anderson, John T.
The Feasibility of Using Work Evaluation as a Tool for Assessment in Adult Basic Education. Final Report. A Sub-Project of the Graduate Student Project, Phase II.
ED 160 808

Anderson, Rick
CAI and Developmental Education.
ED 161 423

Anderson, Thomas H.
Study Skills and Learning Strategies. Technical Report No. 104.
ED 161 000

Apfelberg, Robert S.
Analysis of Income/Commercial Real Estate Transactions.
ED 161 462

Armor, David J.
White Flight, Demographic Transition, and the Future of School Desegregation.
ED 162 000

Armstrong, Ellen C.
University Support Systems Necessary to Implement Institutional Change. AIR Forum Paper 1978.
ED 161 400

Armstrong, Ruth D.
A Study to Determine the Utilization of Shorthand in Pennsylvania Offices.
ED 160 886

Arnoff, Steven M.
Metropolitan Planning Project, 1975-77. Final Performance Report.
ED 162 003
Metropolitan Planning Project, 1977-78. Final Performance Report.
ED 161 978

Aronson, Margot, Ed.
Peace Corps Program & Training Journal, Vol. IV, No. 6.
ED 161 708

Arundale, Robert B.
Moves toward a Cognitive Grammar'': Some Implications of Linking Grammar with Cognitive Representation.
ED 161 091

Assimopoulos, Nadia
Interdisciplinarity: Policies and Practices. AIR Forum Paper 1978.
ED 161 366

Astacio, Ramon
Learning Achievement Packages. Mexican American Studies, English-Spanish.
ED 161 595

Au, Kathryn H.
Description of the KEEP Reading Curriculum, 1975-76. Technical Report No. 43.
ED 161 021

Austin, John H.
Development and Exchange of Instructional Resources in Water Quality Control Programs, II: Instructional Materials Available.
ED 161 694

Azzouz, Azzedine
Selected Bibliography of Educational Materials: Maghreb, Algeria, Libya, Morocco, Tunisia. Vol. 10, No. 3, 1976.
ED 161 802
Selected Bibliography of Educational Materials: Maghreb, Algeria, Libya, Morocco, Tunisia. Vol. 10, No. 4, 1976.
ED 161 803

Babco, Eleanor
Science and Engineering Careers: A Bibliography.
ED 161 751

Baca, Orlando G., Ed.
Postsecondary Education and the Hispanic Student.
ED 161 319

Baginski, Geraldine J.
Language Contact: Spanish in the 70's. Papers in Linguistics, 1974-1977: A Collection of M.A. Papers from Students in the Linguistics Department of Northeastern Illinois University.
ED 161 292

Bailey, Leona G.
Teacher Education for a Changing World. The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9.
ED 161 262

Bailey, Merrill-Jean
The Status and Future of Minority Group Representation in the Graduate and Professional Programs.
ED 161 977

Bain, Linda L.
The State of Physical Education Curriculum.
ED 161 873

Baines, James
The Peace Paradigm And Housing and World Order And Hunger and World Order And Hunger and World Order: Shaping a Moral Vision. The Whole Earth Papers, Vol. 1, No. 1-4, Fall, 1977.
ED 161 797

Baird, John W.
Elements of Self-Disclosure.
ED 161 099

Baldwin, Alexinia Y., Ed.
Educational Planning for the Gifted. Overcoming Cultural, Geographic and Socioeconomic Barriers
ED 161 173

Baltes, Kenneth G.
A Methodology for Data Structure Assessment in Higher Education Administration. AIR Forum Paper 1978.
ED 161 377

Banks, James A.
Ethnic Studies in the Social Context. Series Paper No. 4.
ED 161 967

Banks, Vera J.
Farm Population Estimates for 1977. Rural Development Research Report No. 4.
ED 161 607

Barber, Lucie W.
Field Testing of Realistic Parenting Skills.
ED 161 546

Barcus, F. Earle
Children's Television: An Analysis of Programming and Advertising.
ED 161 050/

Barkman, Donna
Report on the Study of Cooperative Materials Examination Centers for Wisconsin.
ED 161 451

Barlow, A.
Custody, Care, and Nurture: Trends in Early-Childhood Education in Wollongong.
ED 161 537

Barro, Stephen M.
The Urban Impacts of Federal Policies: Vol. 3, Fiscal Conditions.
ED 162 038

Bartolucci, Giampiero
Phonological Production and Perception in Verbal Autistic, Normal, and Mentally Retarded Subjects. Papers and Reports on Child Language Development, No. 12.
ED 161 300

Barton, David
A Longitudinal Study of the Acquisition of the Voicing Contrast in American-English Word-Initial Stops, as Measured by Voice Onset Time. Papers and Reports on Child Language Development, No. 14.
ED 161 305
Phonemic Discrimination and the Knowledge of Words in Children under 3 Years. Papers and Reports on Child Language Development, No. 11.
ED 161 266

Basile, Joseph C., II
Indicators of Effective Inservice: Instructional Packages.
ED 161 872

Batchelder, William H.
Measurement Systems Viewed as Cognitive Structures. Final Report.
ED 161 947

Battig, William F.
Handbook of Semantic Word Norms.
ED 161 271/

Baxter, Leslie A.
Self-Disclosure as a Relationship Disengagement Strategy: An Exploratory Investigation.
ED 161 104

Beatty, Bess
Black Views of American Women: The View From Black Newspapers, 1865-1900.
ED 161 987

Beaumont, Andre G.
A Model Career Counseling and Placement Program.
ED 160 792

Beausang, Kenneth R.
The Place of Moral Education in the Curriculum of a Community College.
ED 161 506

Becker, Henry Jay
How Young People Find Career-Entry Jobs: A Review of the Literature.
ED 160 821

Becker, Lee B.
The Effects of Media Dependencies on Audience Assessment of Government.
ED 161 028

Beebe, James
The Filipinos in Mountain View, California: A Census Type, Socioeconomic Survey.
ED 161 995

Behrens, Laurence
The Only Pre-Writing'' That Counts Motivation.
ED 161 039

Beiman, Abbie
Self Validation: Putting the Pieces Together. Leader's Handbook .
ED 160 855

Belanger, Charles H.
Interdisciplinarity: Policies and Practices. AIR Forum Paper 1978.
ED 161 366

Bell, Anita Iris
An Investigation of the Effectiveness of Two Educational Programs in View of the Students' Previous Experiences.
ED 161 879

Bell, Richard Q.
The Influence of Child Person-Orientation on Adult Method of Eliciting Moral Behavior.
ED 160 947

Bellamy, G. Thomas, Ed.
Habilitation of the Severely and Profoundly Retarded: Volume II. Reports from the Specialized Training Program.
ED 161 171

Belli, Gabriella
Teachers' Concerns and Conceptions of Reading and the Teaching of Reading: A Literature Review. Occasional Paper No. 1.
ED 161 018

Benjamin, Libby
Audit and Evaluation of the Georgia Comprehensive Career Guidance Project, Grades 7-12. Final Report.
ED 160 874

Benseler, David P., Comp.
ACTFL Annual Bibliography of Books and Articles on Pedagogy in Foreign Languages for the Years 1975 and 1976.
ED 161 302

Benson, Thomas W.
On Getting Published: An Editor's Perspective.
ED 161 102

Bereday, George Z. F.
Global Concerns for Education.
ED 161 822

Berg, David J.
Sources of Change in Student Credit Hour Demand in Multi-Unit Colleges and Universities. AIR Forum Paper 1978.
ED 161 392

Berger, Allen, Comp.
Learning Disabilities with Emphasis on Reading: An Annotated Bibliography.
ED 161 012

Bergsma, Harold M.
Education for International Development: Problems for Planned Change. A Presentation in the College of Education Dialogue Series, New Mexico State University.
ED 161 598

Berk, Ronald A.
Item Sampling From Finite Domains of Written Discourse.
ED 161 934

Bernhardt, Edna Erickson
K-1 Career Guidance Activities. Early Elementary Classroom Activities.
ED 160 839
2-4 Career Guidance Activities. Intermediate Elementary Classroom Activities.
ED 160 840
5-6 Career Guidance Activities. Upper Elementary Classroom Activities.
ED 160 841

Berry, John W.
Multiculturalism and Ethnic Attitudes in Canada.
ED 162 029/

Berryman, Cynthia L.
A Multivariate Investigation of Perceptual Attributions Concerning Gender Appropriateness in Language.
ED 161 095

Beyer, Fred L.
What On Earth? Teacher's Guide. An Instructional Television Series for Eighth-Grade Earth Science.
ED 161 761

Birckbichler, Diane W.
Communication and Beyond. The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9.
ED 161 258/

Blackwood, Paul E.
Science Teaching in the Elementary Schools: A Survey of Practices. Circular Number 749.
ED 161 702

Blair, Susan M.
An Implementation of a Functional Reading Program.
ED 161 017

Blakeslee, David W.
Probability for Primary Grades, Student Text. Revised Edition.
ED 161 748
Probability for Primary Grades, Teacher's Commentary. Revised Edition.
ED 161 749

Blanco, George M.
Spanish-Language Assessment in a Bilingual Teacher Education Program.
ED 161 878

Blau, Harold
Two Year Study of the Effect of Group Therapy on Teacher Perceived Classroom Behavior of Hyperactive Children.
ED 161 177

Bliss, Tamara
The Doing Book. An Experiential Approach to Consumer Education.
ED 160 773

Blitzer, Robert F.
The Development and Evaluation of an Interdisciplinary Cognitive-Affective Approach to General Education Mathematics.
ED 161 766

Bloom, Barbara A.
A Report to the Fund for the Improvement of Postsecondary Education on the Regional Continuing Education for Women Program.
ED 160 759

Bloom, Joel S.
Home Environment, Self-Concept and Urban Student Achievement: A Bibliography and Review of Research. NJ Urban Education Research Reports No. 5.
ED 161 972

Bluebond-Langner, Myra
Gimme, It's Mine!: Children's Concepts of Ownership as Revealed in Interaction.
ED 161 553

Blumenfeld, G.
Electronic Computers for Slate-Board Schools: An Ethnographic Parallel to Steel Axes for Stone-Age Men.
ED 161 414

Bogen, Gerald K.
Faculty Productivity: Behavioral Considerations. AIR Forum Paper 1978.
ED 161 359

Bolch, Judith
Investigative and In-Depth Reporting.
ED 161 085/

Bolte, John R.
A Faculty Salary Resource Allocation Model for Balancing Salary Needs with Resources. AIR Forum Paper 1978.
ED 161 360

Born, Warren C., Comp.
Options for the Teaching of Foreign Languages, Literatures, and Cultures.
ED 161 276

Boruch, Robert F.
Report from the United States: The Privacy Act of 1974 and the Social Sciences Need for Access to Data.
ED 161 785

Boserup, Daniel G.
Case Management for Children's Protective Services.
ED 160 906

Bossone, Richard M.
Minimum Competencies: A National Survey.
ED 161 960

Bourn, Ken
High Risk Students in the Community College: A Paired Study.
ED 161 469
Curriculum Guide for Junior High School English (Grades 7, 8, and 9). Revised Draft.
ED 161 076

Bowen, J. Donald
Adaptation in Language Teaching.
ED 161 279/

Bowman, James L.
The Determination of the Financial Needs of Adult Part-Time Students in Postsecondary Education. Final Report, Volume I.
ED 161 331

Boyer, Roscoe A.
Use of Assessment Centers in the Selection and Training of School Administrators.
ED 161 134

Braaten, Larry
Annual Report on State Research Coordinating Unit Activities for the Period October 1, 1976-September 30, 1977. Fiscal Year 1977.
ED 160 771

Brack, Harold A.
George H. Morrison A Scottish Edwardian Preacher?
ED 161 105

Bradley, Doris
Language Intervention. A Sampling of Selected Programs for Severe, Moderate, and Mild Impairments 1969-1975.
ED 161 184

Brady, Mary Ella
Oral Reading Observation System Observer's Training Manual.
ED 161 019

Brahan, J. W.
NATAL-74; First Results.
ED 161 412

Brandenburg, Dale C.
Validation of an Item Classification Scheme for a Student Rating Item Catalog.
ED 161 883

Branham, Robert J.
The Ineffable: An Examination of the Limits of Expressibility and the Means of Communication.
ED 161 092

Braun, Peter
CAI Terminal Characteristics.
ED 161 413

Braxton, John M.
Impacts of Workshops for Instructional Improvement: The Results of an Evaluation of a Component of a Faculty Development Program. AIR Forum Paper 1978.
ED 161 365

Break, George F., Ed.
Taxation: Myths and Realities. A Courses by Newspaper Reader.
ED 161 783//

Breen, Edward
Grading Policies of the Public Two-Year Community Colleges in Michigan, Fall 1977.
ED 161 496
The Use of Space for Instruction, Fall 1977.
ED 161 495
Withdrawal Policies of Michigan's Public Community Colleges.
ED 161 494

Breen, Edward F.
An Appraisal of the Industrial Cooperative Education Program Based on Responses from Students and Employers.
ED 161 493
A Comparison of the College's Mail and On-Site Registration Totals for Fall 1978 with Fall 1977.
ED 161 500

Brehony, Kathleen A.
Relationships Between Psychological Androgyny, Social Conformity, and Perceived Locus of Control.
ED 160 915

Brichta, Harriet
Is Female Leadership Perceived as a Disadvantage?
ED 160 965

Brilvitch, Charles
Walking Through History. The Seaports of Black Rock and Southport.
ED 161 780

Brockett, Charles
A Hierarchy of Human Rights.
ED 161 787

Brooks, Dianne K.
Counseling the Hearing Impaired Child in the Public Schools: Techniques and Strategies.
ED 160 912

Brooks, Suzanne
Gold Creek: Preserving an Environmental Studies Center.
ED 161 464

Brower, Edward B.
Course of Study for Secondary Level Bookkeeping/Accounting. Final Report.
ED 160 893

Brown, C. Edward
Job Title Analysis for Selected Job Titles in Horticulture. Final Report.
ED 160 889

Brown, Duncan H.
The Developmental Testing of A101: A Follow-up Study.
ED 161 446

Brown, E. Evan
Impact of Governmental Transfer Payments on Human Resource Development A Bibliography. SRDC Bibliography Series No. 8.
ED 161 570

Brown, E. Leonard
Internships for the Undergraduate Major at the Liberal Arts College.
ED 161 818

Brown, Eddie F.
Social Work Practice with American Indians. A Schema for the Identification and Inclusion of American Indian Content Into the Social Work Curriculum.
ED 161 563

Brown, Esther
Work Evaluation for Economically and Educationally Disadvantaged Families of Barron County. Final Report.
ED 160 763

Brown, Nina W.
Program Planning for Culturally Different Minority Students.
ED 162 017

Brown, William H., Ed.
Learning in Adolescence. The Andover Review: A Journal for Secondary Education, Spring 1978. Special Issue . And Learning in Adolescence II. The Andover Review: A Journal for Secondary Education, Fall 1978. Special Issue .
ED 161 781

Brownsmith, Cynthia L.
The Skill Acquisition Model: Behavioral Rehearsal as a Method for Developing Pro-Social Adaptive Behaviors in Elementary School Children. Final Report 52.3.
ED 161 240

Brubaker, Paul
An Evaluation of the Small College Consortium, 1977-78. A Title III Project. Part I: Survey Results.
ED 161 311

Bryan, Donna
Characteristics of SUN Learners (First Five Offerings). Statistical Summary No. 4.
ED 161 309
Characteristics of SUN Learners (First Four Offerings). Statistical Summary No. 3.
ED 161 308

Bryan, Tanis
Communication Problems of Learning Disabled Children.
ED 161 220

Bryson, Charles H.
Are Statewide Data Systems Meeting the Local Institution's Needs? AIR Forum Paper 1978.
ED 161 337

Buchanan, W. Wray
Review of Academic Degree Programs: Striving to Keep Higher Education Viable in a Time of Limited Resources. AIR Forum Paper 1978.
ED 161 390

Buck, Kathryn, Comp.
Options for the Teaching of Foreign Languages, Literatures, and Cultures.
ED 161 276

Buffington, Kathryn M.
Assessment and Priority-Development for Environmental Education Resources on Jamesville Quarry, Allied Chemical Corporation. Final Report.
ED 161 747

Bullough, Bonnie
Nineteenth Century English Homosexual Teachers: The Up Front and Back Stage Performance.
ED 161 817

Bullough, Vern
Nineteenth Century English Homosexual Teachers: The Up Front and Back Stage Performance.
ED 161 817

Burbach, Harold J., Ed.
Planning and Assessment in Community Education.
ED 161 165//

Bushnell, Don D.
Altering Test Environments for Reducing Test Anxiety and for Improving Academic Performance.
ED 161 946

Butler, Katie Best
The Effects of Novelty on the Young Child's Exploration of Objects.
ED 161 552

Byrd-Bredbenner, Debra Carol
Coordinated In-Service Activities for Health Occupations Teachers in Central Pennsylvania. Final Report. Vocational-Technical Education Research Report. Health Occupations, Monograph Number 8. Volume 16, Number 2 (Departmental Classification Number).
ED 160 741

Byrn, Darcie
Evaluation in Extension.
ED 161 885

Caldwell, Brian J.
Implementation of Decentralized School Budgeting.
ED 161 148

Calhoun, Lawrence G.
Victim Emotional Response: Effects on Social Reaction to Victims of Rape.
ED 160 904

Callahan, J. Thomas
A Curriculum Guide for Power Technology, Grades 9-12.
ED 160 765

Campbell, Richard W.
Using Instructional Television Videocassettes as an Alternative Supplement to the Reading and Mathematics Instruction in Albert Sidney Johnston Elementary School.
ED 161 404

Cantor, Gordon N.
Race and Sex Effects in the Conformity Behavior of Children. Occasional Paper Number 14.
ED 162 044

Capie, William
Teacher Performance Assessment Instruments: A Guide to Interpretation.
ED 161 957//
Teacher Performance Assessment Instruments: Plans for Practice Rating.
ED 161 956//

Carliner, Geoffrey
Final Report. Ethnic Minorities in American Labor Markets.
ED 161 788

Carroll, Karen Lee
Center for Career Education in the Arts. Annual Report, July 1, 1975 to June 30, 1976.
ED 160 803

Casey, Florence M., Ed.
Perspectives on Public Job Creation. R & D Monograph 52.
ED 160 822

Casey, Joseph
A Study of Library Cooperatives, Networks and Demonstration Projects. Final Report. Volume II: Case Study Reports: Twelve Projects Supported by the HEA II-B Library Research and Demonstration Program and LSCA III Multitype Library Cooperation and Networking in Ten States.
ED 161 406

Caughman, Alison Y.
Female Access to Careers in Engineering Technology. Exemplary Project in Vocational Education Conducted under Section 132 of Public Law 94-482. Final Report.
ED 160 829

Cecil, Joseph S.
Report from the United States: The Privacy Act of 1974 and the Social Sciences Need for Access to Data.
ED 161 785

Cegelka, Patricia Thomas
Career Education Programming for the Handicapped: Cooperative Personnel Preparation. Final Report.
ED 161 178

Chakupurakal, Thomas
The Use of Space for Instruction, Fall 1977.
ED 161 495

Chaky, June
Climate for Learning: A Symposium. Creating a Climate for Learning, and the Humanizing Process. The Principal and School Discipline. Curriculum Bulletin Vol. XXXII, No. 341.
ED 161 142

Chan, Adrian
Advocate Counseling and Institutional Racism.
ED 162 005

Chapman, L. J.
Alternative Outcomes of Reading Comprehension: New Verbal Strategies.
ED 160 992

Chapman, Randall G.
Pricing Policy and the College Choice Process. AIR Forum Paper 1978.
ED 161 385

Charles, Richard F.
A Comparative Student Profile Study: Sunnyvale Center De Anza College Fall 1977 and 1978.
ED 161 472

Charuhas, Mary
A Survey: Perceptions of the College of Lake County's G.E.D. Program as Seen by Former Students and Area Personnel Managers.
ED 161 471

Cherlin, Andrew
Postponing Marriage: The Influence of Schooling, Working, and Work Plans for Young Women.
ED 161 790

Chinard, Francis P.
Interactions of a Developing Medical School and an Urban Community. Paper Presented at the Annual Meeting of the American Association for the Advancement of Science (Boston, Massachusetts, 1976).
ED 161 660

Chissom, Brad
Reliability and Validity of Alternate Forms of the Dominoes Test (D-48 and D-70).
ED 161 928

Chissom, Brad S.
Student Teaching Concerns Before and After Student Teaching.
ED 161 866

Christal, Melodie E.
Perception of Locus of Control as a Predictor of Attitude Toward Students' Evaluation of University Faculty. AIR Forum Paper 1978.
ED 161 381

Christensen, Judie
Let's Write It Right! A Student-Oriented Approach for Teaching Letterwriting Skills.
ED 161 068

Christy-Levine, Diane
Resolution of Misconceptions of Latency and Adolescent Sicklers.
ED 160 943

Chu, Donald
Sport in the People's Republic of China: Selected Issues.
ED 161 855

Churchman, David
Maximizing Information from Implementation of Innovative Courses.
ED 161 688

Ciborowski, Tom
A Preliminary Investigation of Communication Skills among Rural Hawaiian Children. Technical Report No. 73.
ED 161 087
A Study of Cued Free Recall Learning among Rural Hawaiian Children Using Standardized Norms. Technical Report No. 71.
ED 161 022

Clance, Pauline Rose
Sex Differences in Spatial Play Behavior of Six-Year Olds.
ED 160 952

Clark, David H.
Job Related Measures of Educational Effectiveness. AIR Forum Paper 1978.
ED 161 372
Rate of Return to Southern Maine and Northern Maine Vocational Technical Institutes. AIR Forum Paper 1978.
ED 161 386
Towards Measuring the Success of Occupational Education. AIR Forum Paper 1978.
ED 161 399

Clark, Donald M.
Using Community-Wide Collaborative Councils for the Professional Development of Vocational Educators.
ED 160 747

Clark, Mark W.
Socio-Political Use of Physical Activity in the United States, The Soviet Union and China.
ED 161 858

Clarke, Susan E., Ed.
Urban Ethnic Conflict: A Comparative Perspective. Comparative Urban Studies, Monograph No. 3.
ED 161 994//

Clement, Dorothy C.
Moving Closer: An Ethnography of a Southern Desegregated School.
ED 161 969

Cliff, Norman
Implied Orders As A Basis For Tailored Testing. Final Report. Technical Report No. 6.
ED 161 922

Clumeck, Harold
Topics in the Acquisition of Mandarin Phonology: A Case Study. Papers and Reports on Child Language Development, No. 14.
ED 161 304

Cnudde, Charles F.
The Public Administration of the Public Schools: Complex Policy Models of Educational Achievement. Final Report.
ED 161 146

Cockroft, Irene
The Reported Impact of Women's Studies Courses on Students' Lives.
ED 160 944

Colby, Pamela G.
Work and Leisure Environments. Leader's Handbook .
ED 160 857

Colclough, Glenna
Perceived Blockages in the Occupational Attainment of Southern Black Youth.
ED 162 010

Cole, Henry P.
Growth of Attitudes, Knowledge, and Skill Required by P.L. 94-142 Among Preservice Teachers.
ED 161 845

Coleman, D. R.
A Faculty Salary Resource Allocation Model for Balancing Salary Needs with Resources. AIR Forum Paper 1978.
ED 161 360

Coleman, Peter
School Boards as Policy-Makers.
ED 161 168
Une Recette d'Apprentisage: Administrator Accountability and the Correlates of Student Achievement.
ED 161 167

Collins, Lynn D., Ed.
American Ethnic Groups.
ED 162 032//

Collins, Thomas R.
One Year and Four Years Later...1977: A Study of Graduates from 1976 and 1973.
ED 161 475

Combs, Boyd G.
Robeson County Compensatory Indian Education Project. Project Evaluation and Final Report.
ED 161 605

Conner, Maurice W.
New Curricular Connections. The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9.
ED 161 259//

Cook, Linda L.
Some Results on the Robustness of Latent Trait Models.
ED 161 894

Cooper, Myrna
Collaborating in In-Service Education: A Teacher's Perspective. Occasional Paper Number One.
ED 161 853

Cooper, Nancy
Access to Medical Records.
ED 161 094

Copeland, Anne P.
Types of Private Speech Produced by Hyperactive and Non-Hyperactive Boys.
ED 161 197

Cordoni, Barbara
What Psychology and Special Education Have to Share with Teachers of Writing.
ED 161 074

Cornett, R. Orin
Cued Speech and Total Communication.
ED 161 187

Corvalan, Oscar, V
Vocational Training in Latin America: A Comparative Perspective. Monographs on Comparative and Area Studies in Adult Education.
ED 160 898

Costanzo, Richard
The Volunteers Speak Again: The Second Annual Survey of Peace Corps Volunteers.
ED 161 709

Countiss, Joyce R.
Equity in School Athletics: A Guide.
ED 162 026

Cox, James O., Comp.
Product Listing. An Annotated Bibliography of Materials Developed by Eastern HCEEP Programs.
ED 161 225

Crabbe, Anne
Guidelines for Developing a Program for the Gifted and Talented. An Adaptation of a Model Provided by James Curry.
ED 161 224

Crawford, Lucy C.
Handbook on the Organization and Administration of a Student Job Placement Service for a Secondary School.
ED 160 810

Crocker, Stephen
An Evaluation of the Emergency School Aid Act Nonprofit Organization: Vol. II, A Description of Local Program Operations.
ED 161 998

Cronnell, Bruce
Compilation of a Communication Skills Lexicon Coded with Linguistic Information. Technical Report No. 58.
ED 161 041

Crowley, Sharon
An Apology for Logos.''
ED 161 046

Curry, Allen R.
Invariance of Rasch Model Ability Parameter Estimates Over Different Collections of Items.
ED 161 893

Cusick, Philip A.
Report of a Seminar on Field Research Methods in Education. Conference Series No. 2.
ED 161 860

Dagley, John C.
Career Guidance in Georgia. A Program Development Guide.
ED 160 850
Work and Leisure Environments. Leader's Handbook .
ED 160 857

Dale, Philip S.
The Influence of the Form of the Question on the Eyewitness Testimony of Preschool Children. Papers and Reports on Child Language Development, No. 12.
ED 161 297

Danziger, Sheldon
Can Welfare Reform Eliminate Poverty? Discussion Paper No. 517-78.
ED 162 049

Darmody, J. P.
Parish Primary School Survey, 1976.
ED 161 562//

Dathorne, O. R.
Literary Studies in a Broader Context. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5.
ED 161 249//

Davies, James N., Comp.
A Bibliography of Environmental Education for Elementary and Secondary Teachers.
ED 161 689

Davis, B. Glen
Kentucky's Declining School Population.
ED 161 152

Davis, Duane Lester
Analysis of Factors Related to Attitudes toward Supervised Occupational Experience Program Record Keeping among Agricultural Education Undergraduates at Iowa State University.
ED 160 775

Davis, E. Dale
Promising Practices in Mainstreaming for the Secondary School Principal.
ED 161 189

Davis, Lenwood G., Comp.
The Black Family in the United States: A Selected Bibliography of Annotated Books, Articles, and Dissertations on Black Families in America.
ED 162 031//

Davis, Lloyd D.
The University of Tennessee at Chattanooga Computer Services Plan.
ED 161 431

Dawang, Bertha
How Do the Parents of the Protestant School Board of Greater Montreal Feel About Their Involvement in Educational Decisions.
ED 161 135

Dawson, Flo B.
Sex Differences in Spatial Play Behavior of Six-Year Olds.
ED 160 952

Day, Robert, Ed.
Creative Writing in the Classroom: An Annotated Bibliography of Selected Resources (K-12).
ED 161 038

de Beaugrande, Robert
Theoretical Issues in the Process-Product Controversy.
ED 161 034

de Carvalho, Maria Lucia R. D.
Guidelines for a New Model of University Administration. AIR Forum Paper 1978.
ED 161 361

De Lacey, P. R.
Custody, Care, and Nurture: Trends in Early-Childhood Education in Wollongong.
ED 161 537

De Lorenzo, William E.
Quality and Relevance in Teacher Education. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5.
ED 161 253//

de Moraes, Lafayette
Guidelines for a New Model of University Administration. AIR Forum Paper 1978.
ED 161 361

Decker, Larry E., Ed.
Planning and Assessment in Community Education.
ED 161 165//

Deniozos, Demetris
Academic Entrepreneurs in University Decision Making. AIR Forum Paper 1978.
ED 161 334

Deshler, J. David
Adoption and Continuation of Family Day Care Support Services.
ED 161 514

Detweiler, John S.
Comparing Public Relations' Lifestyles in a Campaigns Course.
ED 161 069

Deutsch, Robin A.
Sex-Linked Role Behavior in Three Employment Groups.
ED 160 945

DeVault, Mike
Texas Student Information System Non-Returning Student Sub-System. A Follow-Up Study.
ED 161 463

Dickinson, C. J.
MCAID A Generalized Text Driver.
ED 161 420

Dickson, W. R.
Involvement by Decree: Citizen Involvement in Education by Legislative Mandate.
ED 161 166

DiCostanzo, James L.
Implications of an Alternative Social Reform Paradigm for Educational Evaluation.
ED 161 916

Dilworth, Collett B., Jr.
Correspondence: A Medium Rediscovered.
ED 161 072

Dold, Charles N.
The Relationship Between Program Cost and Economic Return: The Case of One Public University. AIR Forum Paper 1978.
ED 161 387

Donlon, Thomas F.
Pictorial Sequences As the Basis for Tests of Reasoning.
ED 161 931

Donnelly, Joseph E.
The Relationship Between Biorhythms and Human Performance.
ED 161 850

Donohue, Thomas R.
The Consequences of Objective Reporting: The Case of Redlining'' in Hartford.
ED 161 037

Dopkin, Doris
Home Economics Unlimited.
ED 162 030

Downing, John
Learning to Read in Different Languages-Universals and Specifics.
ED 160 988

Downing, Nancy E.
The Broverman Study Revisited: Implications of Androgyny.
ED 160 920

Downing, Steven M.
Six Single-Administration Reliability Coefficients for Criterion-Referenced Tests: A Comparative Study.
ED 161 929

Doyle, Phyllis B.
How to Help Your Child: A Guide for Parents of Multiply Handicapped Children.
ED 161 193
Pennsylvania Training and Demonstration Center for Severely and Profoundly Retarded Children: TRAC (Training, Resources, Acquisition, Control). Final Report, July 1, 1975 to September 30, 1976.
ED 161 192

Doyle, Timothy C.
The Impact of Health System Changes on the Nation's Requirements for Registered Nurses in 1985. Health Manpower References.
ED 160 901
How Nonmetropolitan Daily Newspapers Cover Courts in Minnesota.
ED 161 067

Drucker, Eugene H.
Development of a Regional Manpower Information System. Research and Development Project. Final Report.
ED 160 766

Druian, Greg
Community Groups: Keeping Them Alive & Well. Keys to Community Involvement Series: 1.
ED 161 117
Group Decision Making: Styles & Suggestions. Keys to Community Involvement Series: 2.
ED 161 118
Group Leadership: Understanding, Guiding, & Sharing. Keys to Community Involvement Series: 15.
ED 161 131

Ducanis, Alex J.
Presidents' Vital Signs: Implications for Institutional Decision Making. AIR Forum Paper 1978.
ED 161 384

Duff, Franklin L.
The Relationship Between Program Cost and Economic Return: The Case of One Public University. AIR Forum Paper 1978.
ED 161 387

Duffey, James B.
Final Technical Report of the Pennsylvania Regional Resource Center. June 1, 1974 Through May 31, 1977.
ED 161 230

Dulac, Claude
Educational Finance (Primary-Secondary Levels) Bibliography.
ED 161 155

Dulaney-Sorochak, Jeanne
Grading Policies of the Public Two-Year Community Colleges in Michigan, Fall 1977.
ED 161 496
Withdrawal Policies of Michigan's Public Community Colleges.
ED 161 494

Dumont, Richard G.
Report on a Pilot Project in Performance Funding. AIR Forum Paper 1978.
ED 161 388

Dunlap, Douglas A.
The School Consultant As Teacher: Preventive Mental Health Curriculum in a Rural Public High School.
ED 160 949

Dunlap, Suzanne Fitzgerald
Deliberate Psychological Education. Growth through Human Understanding. Leader's Handbook.
ED 160 858

Durham, W. Harry
Development and Exchange of Instructional Resources in Water Quality Control Programs, IV: Selecting Instructional Media and Instructional Systems.
ED 161 696//

Dykes, Marie Draper
University Support Systems Necessary to Implement Institutional Change. AIR Forum Paper 1978.
ED 161 400
University Support Systems Necessary to Implement Institutional Change: Faculty Support Systems. AIR Forum Paper 1978.
ED 161 401

Eckman, Martha
An Interdisciplinary Program in Technical Communications: Problems Encountered.
ED 161 062

Eddy, James M.
Death Education: An Overview.
ED 161 867

Edelman, Murray
Space and Social Order. Discussion Paper No. 514-78.
ED 162 043

Edmonds, Robert
Scriptwriting for the Audio-Visual Media: Radio, Films, Television, Filmstrips, Slidefilms.
ED 161 049//

Edwards, Kenneth
Electronic News Delivery Needs Only FCC Encouragement for Invasion of U.S.A.
ED 161 036

Edwards, Nancy
The New Accountability Reaches to the Family.
ED 161 505

Egertson, Harriet A.
Spelling Out an Approach to Spelling: Using the N-ABELS Vocabulary to Build an Individualized Spelling Program.
ED 161 066

Eggert, John D.
Characteristics of SUN Learners (First and Second Offering). Statistical Summary No. 1.
ED 161 307
An Examination of Goals of Potential and Actual Learners: University of Mid-America/State University of Nebraska. Working Paper No. 1 and Executive Summary.
ED 161 310

Ehl, C. C.
Academic Advising and Counseling: A Computer Assisted Enhancement. AIR Forum Paper 1978.
ED 161 332

Ekstrom, Ruth B.
Concerns of Women in Educational Research and Development at Three Stages of Professional Development: Student Years, Early Postdoctoral Years, and Intermediate Professional Years. Research Memorandum.
ED 161 317
Evaluating Women's Homemaking and Volunteer Experiences for College Credit.
ED 160 772
Issues in the Recruitment, Professional Development, Promotion, and Remuneration of Women Faculty. Research Memorandum.
ED 161 318

Elder, Pamela S.
Visual Symbol Communication Instruction, Part I: Receptive Instruction. Experimental Edition.
ED 161 212

Elfenbein, Iris M.
Participant, Instructor, Planner: Perspectives on the Teacher's Role in Inservice Education.
ED 161 875

Elliott, T. Michael
An Experience in Financial Health Analysis in Higher Education. AIR Forum Paper 1978.
ED 161 357

Elliott, William
Role and Responsibility of Industry in the Professional Development of Vocational Educators.
ED 160 745

Elovson, Allana Cummings
The Reported Impact of Women's Studies Courses on Students' Lives.
ED 160 944

Ely, Vivien King
Distributive Education Programs. A Program Information Publication.
ED 160 827
Effect of Victim-Offender Relationship and Victim Resistance on Attributions of Rape.
ED 160 948

Endo, Russell
Social Science and Historical Materials on the Asian American Experience.
ED 162 033

Engel, William T.
Self-Monitoring Procedures: Basic Laboratory Skills, Instructional Package Worksheets.
ED 161 699

Engerbretson, David L.
The Development of a Competency Based Professional Preparation Progam in Physical Education for Work with Handicapped Children. Final Report.
ED 161 871

Enwall, Beverly M.
Responding to Today's Issues. The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9.
ED 161 260//

Erickson, Richard L., Ed.
A Model for Developing and Operating an Adult Career Guidance Center.
ED 160 917

Erickson, Susan, Comp.
Home Management 7: Child Care Unit. Course Objectives, Content Analysis, Supporting Objectives and Content Generalizations.
ED 160 791

Erkut, Sumru
Sex Differences in Attribution of Achievement and Actual Achievement.
ED 160 963

Escobedo, Theresa Herrera
Culturally Responsive Early Childhood Education Programs for Non-English Speaking Children.
ED 161 277

Essex, Diane L.
Evaluation of a Three Year Health Sciences PLATO IV Computer-Based Education Project.
ED 161 424

Etheridge, Rose
Strategies to Eliminate Sex Stereotyping and Sex Bias: An Administrator's Manual.
ED 160 752
The Testing of Selected Strategies to Eliminate Sex Bias in Vocational Education Programs. Executive Summary.
ED 160 757
The Testing of Selected Strategies to Eliminate Sex Bias in Vocational Education Programs. Final Report. Volume I. Final Technical Report.
ED 160 758

Etheridge, Rose M.
Eliminating Sexism: Rewriting the Scripts. An Informational Guide to Sex Stereotyping, Sex Bias and Sex Discrimination. Instructor's Manual.
ED 160 753

Evans, Warren D.
Program Evaluation Skills for Busy Administrators.
ED 161 887

Ewoldt, Carolyn
A Psycholinguistic Description of Selected Deaf Children Reading in Sign Language.
ED 160 994

Fadden, Ray (Aren Akweks)
A Coloring Book of Contributions from the Original People of the Americas.
ED 161 575//

Fadil, Virginia Ann
A State-National Information Network for Independent Higher Education. AIR Forum Paper 1978.
ED 161 394

Fagot, Beverly I.
The Consequences of Same-Sex, Cross-Sex, and Androgynous Preferences.
ED 160 967

Farkas, Gary M.
Observation Procedure, Observation Gender, and Behavior Valence as Determinants of Sampling Error in a Behavior Assessment Analogue.
ED 160 918

Farmer, Edgar I.
Identifying Competencies Needed to Train Vocational Teachers to Teach Disadvantaged Students in the Inner Cities of Pennsylvania.
ED 160 818

Farren, Sean N.
A Study of Reading Errors Using Goodman's Miscue Analysis and Cloze Procedure.
ED 160 980

Fearey, Robert A.
World Population: The Silent Explosion. Department of State Bulletin, Fall 1978.
ED 161 760

Feldbaum, Eleanor G.
Integration Strategies for the Nursing Profession.
ED 160 860

Fellenz, Peter
New Hampshire High School Career Education Model. Final Evaluation Report.
ED 160 782

Fennessey, James
An Experiment on Social Information Processing Among Teachers. Report No. 243.
ED 161 846

Fernandez, Richard R.
Partnership for Rural Improvement. Annual Report, 1977-78 for the W.K. Kellogg Foundation, Battle Creek, Michigan.
ED 161 571

Ferry, Clifford, Ed.
K-12 Course Goals in Language Arts. Second Edition.
ED 161 025//

Feuerhahn, Susan
What's in a Name?
ED 160 919

Fichter, Eugene H.
Competence and Sex Prejudice Is the Latter Disappearing?
ED 160 916

Ficklen, Myra
A Guide to Federal Funding in the Biological Sciences.
ED 161 693

Fielder, Virginia Dodge
Community Standards and Their Misperception: A Local Public Opinion Poll on Pornography.
ED 161 090

Fields, Charles E.
Development of a Regional Manpower Information System. Research and Development Project. Final Report.
ED 160 766

Fields, Joseph C.
A Study of Professonal Attitudes of Teachers in Five Public School Systems in Tennessee and Michigan.
ED 161 863

Fillos, Rita M.
Evaluation Acceptance in Elementary School Teachers: A Construct Validation and Description of the Meaning of Standardized Achievement Testing.
ED 161 942

Finkler, Deana
Classroom Use of a Verbal Measure of Information Rate: An Exploratory Study.
ED 161 939

Fitz, Don
Anger in Everyday Life: When, Where, and With Whom?
ED 160 966

Fleming, James T.
On the Differential Transfer of Abilities to Reading.
ED 160 987

Fligstein, Neil D.
Sex and Authority in the Workplace: The Causes of Sexual Inequality. Discussion Paper No. 506-78.
ED 162 042

Flint, David L.
Factor Analysis of Cognitive, Behavioral, Socioeconomic And Related Characteristics of Prekindergarten Children. Technical Paper #16.
ED 161 917

Floden, Robert E.
Analogy and Credentialling. Research Series No. 6.
ED 161 835
Flexner, Accreditation, and Evaluation. Research Series No. 5.
ED 161 834
Research and Development Needs for the Advancement of Teacher Education. Research Series No. 8.
ED 161 859

Flynn, Timothy M.
Predicting Second Grade Achievement Scores with the Slosson Intelligence Test, Peabody Picture Vocabulary Test, Goodenough-Harris Drawing Test, Developmental Test of Visual Motor and the Metropolitan Readiness Test.
ED 161 932

Folsom, Ralph E., Jr.
Bias Resulting from Nonresponse: Methodology and Findings, Revised. Technical Report on NLS Base-Year Estimates.
ED 161 918

Fontes, Patricia J.
Incidence and Correlates of Illiteracy in Irish Primary Schools.
ED 160 976

Forman, David C.
Characteristics of SUN Learners (First Five Offerings). Statistical Summary No. 4.
ED 161 309
Characteristics of SUN Learners (First Four Offerings). Statistical Summary No. 3.
ED 161 308

Forst, Brian
What Happens After Arrest? A Court Perspective of Police Operations in the District of Columbia.
ED 160 925

Fraleigh, Warren P.
A Philosophic Basis for Curriculum Content in Physical Education.
ED 161 844

Francis, Becky
Sex Role Ideology and Socialization Experiences as They Relate to the Motivation for Parenthood.
ED 160 960

Francis, Brian
Can You Make Faculty Staff More Efficient? AIR Forum Paper 1978.
ED 161 340

Francke, Warren T.
The Mass Communication Theories'' of the Muckrakers.
ED 161 030

Frankel, Charles
Human Rights and Foreign Policy. Headline Series 241.
ED 161 820//

Franks, Edward W.
CBES An Efficient Implementation of the Coursewriter Language.
ED 161 418

Frazee, Pamela E.
Women in Non-Traditional Vocational Education in Secondary Schools. Final Report.
ED 160 806

Freeman, Doris L.
Action and Interaction: An Elementary Library Media Program.
ED 161 437

Freeman, Nancy
An Appraisal of the Industrial Cooperative Education Program Based on Responses from Students and Employers.
ED 161 493

Freeman, Nancy S.
An Appraisal of the Industrial Cooperative Education Program Based on Responses from Students and Employers. Supplemental Report No. 3: The Women Students.
ED 161 498
An Appraisal of the Industrial Cooperative Education Program Based on Selected Characteristics of the Students and Their Academic Performance.
ED 161 497

Freeman, Thomas M.
Using Comparative Data in the Development of an Investment Needs Model For the State of Michigan. AIR Forum Paper 1978.
ED 161 403

Freiberg, H. Jerome
Field-Based Clinical Inservice Education. Eleventh Cycle Teacher Corps.
ED 161 849

French, Bevan M.
Mars: The Viking Discoveries.
ED 161 728

Froede, Joan
Caves to Condos...Food, Shelter, Clothing. Introduction to Practical Arts, Grades 7 and 8. A Non-Sexist Curriculum Guide.
ED 160 871

Frost, Martha
Role Models and Career Salience in Older Female College Students in Psychology.
ED 160 935

Fuller, Frank, Jr., Ed.
Arts Education: A Contemporary View for Schools in Virginia.
ED 161 801

Fulwiler, Toby E.
Journal Writing Across the Curriculum.
ED 161 073

Gallagher, James Joseph, Ed.
A Guide for Teaching Regional Environmental Planning. Final Report of Project - Inservice Personnel Development: Regional Environmental Planning Workshops for Tri-County Secondary School Teachers.
ED 161 754

Gandara, Arturo
Major Federal Regulations Governing Social Science Research.
ED 161 809

Gappert, Gary
Federal Aid, Urban Schools and State Responsibility for Quality of Life.
ED 161 971

Garcia, Juan G.
Budget Preparation and Inflation Prediction. AIR Forum Paper 1978.
ED 161 339

Gardner, Don E.
Information Will Not Make You Well. MIS Re-examined. AIR Forum Paper 1978.
ED 161 367

Garibaldi, Antoine M.
The Effect of Teacher Participation in NSF Institutes Upon Student Achievement. Research Paper No. 10. Revised Edition.
ED 161 680

Garlock, Jerry C.
The Impact of Proposition 13 on Community Services for California Community Colleges.
ED 161 480

Garman, Keats
Community Surveys: Grassroots Approaches. Keys to Community Involvement Series: 13.
ED 161 129

Garofalo, James
Compensating Victims of Violent Crime: Potential Costs and Coverage of a National Program.
ED 160 972

Garrett, Candace Schau
The Effects of Age, Sex, and Adult Presence on Preschool Children's Sex-Typed Toy Play Behavior.
ED 160 910

Gaul, Kathleen, Comp.
Collective Bargaining in Education: A Bibliography of Recent Materials.
ED 161 133

Gazda, George M.
Facilitating Interpersonal Skills Development: A Human Relations Training Approach.
ED 160 851

Geiger, Joseph J.
Development of an Inventory of Fiscal Competencies for Colorado Postsecondary Academic Administrators. AIR Forum Paper 1978.
ED 161 351

Geller, E. Scott
Relationships Between Psychological Androgyny, Social Conformity, and Perceived Locus of Control.
ED 160 915

Geller, Sanford E.
The Behavioral Treatment of Obesity in Adolescent Boys.
ED 161 190

Gerlach, Ernest J.
Indian Employment in New Mexico State Government.
ED 161 566

Indian Employment in New Mexico State Government: 1977.
ED 161 567

Gerstenzang, Sharon
Anger in Everyday Life: When, Where, and With Whom?
ED 160 966

Gibson, Carol
Speech Given by Carol Gibson, Director of Education, National Urban League, Before Control Data Corporation's Two Day School Superintendents' Seminar.
ED 161 965

Gibson, Mary Jane
Finding Information in the Library: A Guide to Reference Sources for Rochelle High School Students. Second Edition.
ED 161 460
Student Activity Workbook for Use with Finding Information in the Library.
ED 161 461

Gilbert, Betty Beetso
Social Work Practice with American Indians. A Schema for the Identification and Inclusion of American Indian Content Into the Social Work Curriculum.
ED 161 563

Giordano, Grace Pir iro
The Ethno-Cultural Factor in Mental Health: A Literature Review and Bibliography.
ED 161 963//

Giordano, Joseph
The Ethno-Cultural Factor in Mental Health: A Literature Review and Bibliography.
ED 161 963//

Glasser, Theodore L.
The Consequences of Objective Reporting: The Case of Redlining'' in Hartford.
ED 161 037

Glisson, Pamela A.
Distress vs. Non-Distress Approach and the Personal Space of Masculine, Feminine, and Androgynous Subjects.
ED 160 934

Golubchick, Leonard H., Ed.
Urban, Social, and Educational Issues. A Doctorate Association of New York Educators Series.
ED 162 018//

Gooch, Sherwin
PLATO Music Systems.
ED 161 421

Goode, Paul
Final Technical Report of the Pennsylvania Area Learning Resource Center. September 1, 1974 Through May 31, 1977.
ED 161 231

Goodman, H. J. A.
Cognitive Mapping,'' Learning Styles,'' and Sensory Modality Preferences'' as Factors in Individualized Instruction: A Position Paper on the As Yet Largely Untapped Research Potential of Integrated Information Systems when Combined with Educational Technology.
ED 161 407

Gordon, Edmund W., Ed.
School Desegregation: Outcomes for Children. Findings in Search of a Theory.
ED 161 975

Gore, Ethel V.
A Descriptive Study of Organizational, Curriculum and Staff Utilizational Patterns of Selected New England Middle Schools.
ED 161 136

Gorman, Don A.
The Matrix System: A Practical Basis for Stimulus Selection.
ED 161 429

Gorter, Sandy
Non-Returning Students, Spring 1978.
ED 161 473
One Year and Four Years Later...1977: A Study of Graduates from 1976 and 1973.
ED 161 475

Gotts, Edward E., Ed.
Home Visitor's Notebook
ED 161 521//
Home Visitor's Resource Materials.
ED 161 523//
Parent's Notebook.
ED 161 522//

Gowin, D. Bob
Can Meta-Evaluation Give a Direction for Research on Evaluation?
ED 161 938

Grannis, Chandler B.
Banned Books; 387 B.C. to 1978 A.D.
ED 161 065//

Granum, Richard
Relating with Significant Others. Leader's Handbook .
ED 160 853

Gray, Robert G.
Departmental Productivity: An Assessment of Current Efforts. AIR Forum Paper 1978.
ED 161 350

Green, Georgia M.
Discourse Functions of Inversion Constructions. Technical Report No. 98.
ED 160 998

Green, Marshall
World Population: The Silent Explosion. Department of State Bulletin, Fall 1978.
ED 161 760

Green, Thomas F.
Competency-Based Education Viewed from The System.''
ED 160 732

Greenberg, Mark T.
Attachment in Preschool Deaf Children.
ED 161 238

Gregersen, Edgar A.
Language in Africa: An Introductory Survey.
ED 161 270//

Grimes, Don Marston
Computers for Learning: The Uses of Computer-Assisted Instruction (CAI) in California Public Schools.
ED 161 433

Guerin, Gilbert R.
The Effectiveness of Teaching Strategies on Performance of Handicapped Pupils.
ED 161 236

Gullickson, Arlen R.
Applying Experimental Designs to Large-Scale Program Evaluation. Research Paper No. 2.
ED 161 676
Evaluation of the South Dakota Career Education Project. A Technical Report.
ED 160 784
A Strategy for Evaluating the NSF Comprehensive Program for Teacher Education. Research Paper No. 1.
ED 161 675

Gullotta, Thomas P.
Leaving Home: Family Relationships of the Runaway.
ED 161 176

Gunderson, Margaret Stanton
Comprehensive Career Guidance. Competency Rating Scale Manual. Grades K-1.
ED 160 836
Comprehensive Career Guidance. Competency Rating Scale Manual. Grades 2-4.
ED 160 837
Comprehensive Career Guidance. Competency Rating Scale Manual. Grades 5-6.
ED 160 838

Hagood, Richard A.
Partnership for Rural Improvement. Annual Report, 1977-78 for the W.K. Kellogg Foundation, Battle Creek, Michigan.
ED 161 571

Haight, Anne Lyon
Banned Books; 387 B.C. to 1978 A.D.
ED 161 065//

Hakstian, A. Ralph
The Development of a Class of Oblique Factor Solutions.
ED 161 890
An Examination of Sampling Characteristics of Some Analytic Factor Transformation Techniques.
ED 161 891

Halaby, Charles N.
Sexual Inequality in the Workplace: An Employer-Specific Analysis of Pay Differences. Discussion Paper No. 502-78.
ED 162 041

Haladyna, Tom
The Affective Reporting System.
ED 161 961

Hale, Norman
The Management Team. ERIC/CEM Research Analysis Series, Number 43.
ED 161 112

Haley, Frances
Directory of Social Studies/Social Science Service Organizations. Second Edition.
ED 161 772

Halfin, Harold
Third Party Evaluation Report for the Wisconsin Career Education Consortium, Project No. 554AH50646.
ED 160 787

Hall, Toni
Integrating Postsecondary Program Planning and Employment Demand. AIR Forum Paper 1978.
ED 161 371

Hallinan, Maureen T.
The Evolution of Children's Friendship Cliques.
ED 161 556

Hambleton, Ronald K.
Some Results on the Robustness of Latent Trait Models.
ED 161 894

Hannah, Kathryn
Report of the Computer Assisted Instruction Project in the Faculty of Nursing at the University of Calgary.
ED 161 419

Hannon, Joseph P.
Management Analysis in the Chicago Public Schools.
ED 161 968

Hanson, Ralph A.
Program-Fair Evaluation of Instructional Programs: Initial Results of the Kindergarten Reading Readiness Inquiry.
ED 161 519

Harker, Richard K.
Cognitive Style, Environment and School Achievement: A Cross-Cultural Study. Delta Research Monograph No. 1.
ED 161 983

Harmer, William R.
The Wide Range Achievement Test and the Peabody Individual Achievement Test: A Comparative Study.
ED 160 982

Harrington, Wilma M.
The Development of a Competency Based Professional Preparation Progam in Physical Education for Work with Handicapped Children. Final Report.
ED 161 871

Harris, Linda Hall
Goal Attainment Scaling: A Primary Method of Treatment and Program Evaluation in Project SAIL - A Special Education Dropout Prevention Program.
ED 161 191

Hart, Donna R.
Minor Physical Anomalies and Language and Behavior of Selected Two-Year Old Children. Final Report.
ED 161 227

Hartley, Duane L.
Career Guidance in Georgia. A Program Development Guide.
ED 160 850

Hartnett, Rodney
Minority Admissions and Performance in Graduate Study: A Preliminary Study of Fellowship Programs of the Ford Foundation and the Danforth Foundation.
ED 161 979

Hatcher, Elizabeth
Validation of Agricultural Mechanics Curriculum Manual.
ED 160 819

Hauselman, A. J., Ed.
Compendium of Selected Data & Characteristics, 1977-78.
ED 161 492

Hausknecht, Michael A.
Classroom Assessment Techniques For Hearing Impaired Students: A Literature Review.
ED 161 937

Havelock, Eric A., Ed.
Communication Arts in the Ancient World.
ED 161 108//

Hawkins-Shepard, Charlotte
The Long Beginning: An Overview of the First 150 Years of Federal Legislation and Funding for the Handicapped.
ED 161 211

Hayes-Roth, Barbara
Text Annotation: A Technique for Facilitating Knowledge Integration.
ED 161 086

Haywood, C. Robert
The Doing of History: A Practical Use of the Library-College Concept.
ED 161 428

Healey, Muriel
Evaluation of Mathematical Thinking. Discussion Paper No. 3.
ED 161 557

Heath, Shirley Brice
Our Language Heritage: A Historical Perspective. The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9.
ED 161 257//

Hebert, Brenda
Community Survey on the Status of Women. 2nd Edition.
ED 160 739

Hedinger, Howard E.
Basic Mathematics Review. Information Sheets and Worksheets for Apprentice and Vocational Students. Revised to Meet 1975 Electrical Code.
ED 160 876

Heines, Jesse M.
The Use of Computer-Managed Instruction to Control On-Site, Self-Instructional Training in a Small Systems Customer Environment.
ED 161 415

Heintz, Paul
Evaluation of Selected New York City Board of Education Umbrella Programs for the 1974-1975 School Year.
ED 161 962

Helgeson, Stanley, Comp.
Science Education: A Dissertation Bibliography.
ED 161 667

Heller, Barbara R.
A Planning Program to Develop Career Path Workshops for Women Students.
ED 161 511
1973 Career Graduates: A Profile of CUNY Community College Students.
ED 161 470

Hellman, Mary A.
A Source Book for Taxation: Myths and Realities.
ED 161 782

Hendrix, Vernon L.
A Methodology for Data Structure Assessment in Higher Education Administration. AIR Forum Paper 1978.
ED 161 377

Henrie, Helen H.
The Teleconference. A Supervisory Procedure in Educational Clinical Experiences.
ED 160 761

Hershbell, Jackson P., Ed.
Communication Arts in the Ancient World.
ED 161 108//

Herz, Martin F.
How the Cold War is Taught: Six American History Textbooks Examined.
ED 161 816

Hill, Nancy Vrechek
Impact of Governmental Transfer Payments on Human Resource Development A Bibliography. SRDC Bibliography Series No. 8.
ED 161 570

Hillerich, Robert L.
A Writing Vocabulary of Elementary Children.
ED 161 084//

Hillman, Eric A.
Information Strategies for an Institutional Planning Process. AIR Forum Paper 1978.
ED 161 368

Hirshfeld, Stephen F.
Criterion-Referenced Job Proficiency Testing: A Large Scale Application. Research Report 1193.
ED 161 953

Hoberman, Judith Sloane
Guidelines for the Consolidation of School Libraries.
ED 161 458

Hodgden, Laurel
School Before Six: A Diagnostic Approach. Volume II (Revised Edition).
ED 161 517
School Before Six: A Diagnostic Approach. Volume I (Revised Edition).
ED 161 516

Hoffman, Alan J.
Using Research Methods in Elementary and Middle School Social Studies Classes.
ED 161 815

Hoffman, Marvin
Vermont Diary: Language Arts in the Open Classroom.
ED 161 055//

Hoffman, Nancy Lucius
Using Research Methods in Elementary and Middle School Social Studies Classes.
ED 161 815

Hofman, Helenmarie, Ed.
A Working Conference on Science Education for Handicapped Students: Proceedings (April 3-5, 1978).
ED 161 714

Hofmeister, Alan
The Parent is a Teacher.
ED 161 541

Hofstetter, Fred T.
Computer-Based Recognition of Perceptual Patterns in Harmonic Dictation Exercises..
ED 161 411

Hogan, Michael
Writing to Be Read.
ED 161 063

Hole, F. Marvin
Coordinated In-Service Activities for Health Occupations Teachers in Central Pennsylvania. Final Report. Vocational-Technical Education Research Report. Health Occupations, Monograph Number 8. Volume 16, Number 2 (Departmental Classification Number).
ED 160 741

Homberg, Erentraud, Comp.
Children and Parents in our Television Programmes.
ED 161 456

Hoover, H. D.
A Methodology for Identifying Biased Achievement Test Items that Removes the Confounding in an Items by Groups Interaction Due to Possible Group Differences in Instructional Level.
ED 161 930

Hoover, Todd
Empirical Study of Reading and Comprehension as a Function of CRT Display.
ED 161 002

Hopp, Joyce W.
A Health Education Program for Parents and Children Who Exhibit High Risk Factors of Coronary Heart Disease.
ED 161 839

Horak, Virginia M.
The Effects of Inductive-Deductive Teaching Methods and Field-Dependence-Independence Cognitive Style Upon Student Achievement in Mathematics.
ED 161 700

Horak, Willis J.
The Effects of Locus of Control and Method of Presentation on Pre-Service Teacher's Achievement.
ED 161 769

Horch, Dwight H.
Simulation of Financial Needs and Contributions of Adult Part-Time Students. Final Report. Volume II.
ED 161 330

Horiuchi, Shiro
An Experiment on Social Information Processing Among Teachers: Report No. 243.
ED 161 846

Hotard, Stephen
Predicting Adaptive Behavior from the Bayley Scales of Infant Development.
ED 161 183

Hotvedt, Martyn O.
Parenting Education Through Television: An Evaluation of the Middle Road Traveler Series for Adolescents.
ED 161 436

Howard, Harold C.
The Human Dimension: Balancing People Needs and Resources. AIR Forum Paper 1978.
ED 161 363

Howell, Gladys David
Intercultural Communication and the Concept of Marginality.
ED 161 093

Hoyman, Ronald D.
The Development of a Series of Recommendations and Procedures Required in Administration of a Centralized Program of Occupational Competency Assessment.
ED 160 754

Hoyt, Kenneth B.
YEDPA and Career Education.
ED 160 793

Huff, Sheila M.
Competency-Based Education and the World of Work.
ED 160 730

Hughes, James H.
Needs Assessment Procedure: Mainstreaming Handicapped. Volume I. Final Technical Report.
ED 160 891
Needs Assessment Procedure: Mainstreaming Handicapped. Volume II. A Manual for Vocational Education Administrators. Final Report.
ED 160 892

Hulme, Marylin A., Comp.
Fair Play. A Bibliography of Nonstereotyped Materials. Volume II.
ED 162 022
Sourcebook for Sex Equality: In-Service Training. An Annotated Listing of Materials and Media for Affirmative Action In-Service Training. Bibliographic Series, 2.
ED 162 024
Sourcebook for Sex Equality: Small Presses. An Annotated Listing of Small Presses and Alternative Sources for Books and Media. Bibliographic Series, 1.
ED 162 023

Hunter, Carolyn
Community Surveys: Grassroots Approaches. Keys to Community Involvement Series: 13.
ED 161 129
Finding the Right'' Information: A Search Strategy. Keys to Community Involvement Series: 12.
ED 161 128
Planning for Change: Three Critical Elements. Keys to Community Involvement Series: 4.
ED 161 120

Hunter, Larry O.
A Method for Monitoring University Faculty Salary Policies for Sex Bias. AIR Forum Paper 1978.
ED 161 378

Hunter, Russell
Pierce College Longitudinal Study: First Year Report.
ED 161 482

Hyman, Herbert H.
The Enduring Effects of Education.
ED 161 051//

Iadicola, Peter
Ethnic and Class Bias in Teacher Expectations of Junior High School Students: A Test of the Bowles and Gintis Thesis.
ED 161 821

Iannaccone, Laurence
Access and Legitimacy in School-Community Relations.
ED 161 162

Inn, Andres
Is Female Leadership Perceived as a Disadvantage?
ED 160 965

Iruegas, Efrain
Learning Achievement Packages. Mexican American Studies, English-Spanish.
ED 161 595

Jackson, Barbara L.
Significant Developments in School/Community Interactions. Urban Education: Progress Toward Renewal and Reform.
ED 161 986

Jackson, Jeffrey M.
The Effects of Sexual Composition and Group Size on Individual Effort.
ED 160 959

Jaehnig, Walter B.
Journalists and Terrorism: Captives of the Libertarian Tradition.
ED 161 070

James, Barry N.
An Examination of an Approach for Using Pupil Outcome Scores to Validate Assessments of Teacher Behaviors.
ED 161 944

Jarvis, Donald K.
Making Crosscultural Connections. The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9.
ED 161 261//

Jarvis, Gilbert A., Ed.
Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5.
ED 161 243

Jarvis, John J.
A Methodology for Designing High Level Computer Input Systems for Mathematical Programming Models. Industrial and Systems Engineering Report Series No. J-78-16.
ED 161 692

Jenkins, Joseph R.
Vocabulary and Reading Comprehension: Instructional Effects. Technical Report No. 100.
ED 160 999

Jennings, Dennis L.
The Dilution of Stereotypes: When Non-Information'' is Informative.
ED 160 962

Jenny, Hans H.
The Costs and Benefits of Information: Data-Based Decisions at the Private Institution. AIR Forum Paper 1978.
ED 161 347
Institutional Financial Assessment: Methodology and Meaning. AIR Forum Paper 1978.
ED 161 369

Jerome, Chris H.
National Home Start Evaluation. Interim Report V: Case Studies.
ED 161 543

Jeske, Walter E.
Toward an Action Plan: Report on the Intergovernmental Conference on Environmental Education.
ED 161 712

Jewell, Lloyd M., Jr.
Handbook on the Organization and Administration of a Student Job Placement Service for a Secondary School.
ED 160 810

Jezierski, Kathleen, Comp.
Index of Interim, Supplemental, and Final Reports from Career Education Pilot Projects Supported under Part C and Part D of Public Law 90-576.
ED 160 894

Johnson, Clara L.
Two Community Protective Service Systems: Nature and Effectiveness of Service Intervention.
ED 160 907

Johnson, Jeffrey
Faculty Development in Individualized Education Project (1976-1978). Final Report.
ED 161 315

Johnson, Jerry A.
Communal Parents' Perceptions of Child Rearing.
ED 161 784

Johnson, Leland L.
The Social Effects of Cable Television.
ED 161 447

Johnson, Simon O.
Climate for Learning: A Symposium. Creating a Climate for Learning, and the Humanizing Process. The Principal and School Discipline. Curriculum Bulletin Vol. XXXII, No. 341.
ED 161 142

Johnson, Wallace, Ed.
An Advanced Reader in Chinese Sociology-Anthropology.
ED 161 283//
An Advance Reader in Chinese Art History.
ED 161 284//

Johnston, Lloyd D.
Highlights from Drug Use Among American High School Students 1975-1977.
ED 160 969

Jones, Diane
Governing Boards & Community Councils: Building Successful Partnerships. Keys to Community Involvement Series: 6.
ED 161 122
Group Progress: Recognizing & Removing Barriers. Keys to Community Involvement Series: 10.
ED 161 126
Measuring and Improving Group Effectiveness. Keys to Community Involvement Series: 11.
ED 161 127

Jones, Larry R.
Critical Mass Academic Planning. AIR Forum Paper 1978.
ED 161 348

Jones, Leighton D.
Multi-Level Information Systems. AIR Forum Paper 1978.
ED 161 379

Jones, Mary Ann D.
Recommendations for Developing Career Centers.
ED 161 483

Jones, Randall L.
Testing: A Vital Connection. The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9.
ED 161 264//

Jordan, June B., Ed.
Exceptional Students in Secondary Schools. A Report from the CEC Invisible College on Learning and Behavioral Problems of Handicapped Students in Secondary School Programs.
ED 161 172

Jordan, Vernon E., Jr.
Address by Vernon E. Jordan, Jr. at National Alliance of Black School Educators, New Orleans, Louisiana.
ED 161 966

Joseph, Andre
Juvenile Delinquency and the Black Personality Profile.
ED 161 903

Juel, Connie L.
A Cognitive Model of Reading for Elementary School Students.
ED 160 973

Jund, Suzanne, Ed.
Theme: Basic/Survival Reading Skills.
ED 161 013

Kaczmarek, Mildred
Finding Information in the Library: A Guide to Reference Sources for Rochelle High School Students. Second Edition.
ED 161 460
Student Activity Workbook for Use with Finding Information in the Library.
ED 161 461

Kalnitz, Joanne
Universals in Second Language Acquisition: Focus on English. Papers in Linguistics, 1974-1977: A Collection of M.A. Papers from Students in the Linguistics Department of Northeastern Illinois University.
ED 161 290

Kalupa, Frank B.
Precision Communication: Interactive Computer Applications in Data-Based Public Relations Programs.
ED 161 031

Kamp, John
Conflicting Compelling Interests: Notes toward a Communication Approach to Censorship of Sexually Explicit Material.
ED 161 040

Kane, Robert
An Overview of Rural Health Care Research.
ED 161 604

Kane, Roslyn D.
Women in Non-Traditional Vocational Education in Secondary Schools. Final Report.
ED 160 806

Karnes, Merle B.
Nurturing Academic Talent in Early Childhood: Math.
ED 161 529
Nurturing Academic Talent in Early Childhood: Reading.
ED 161 528
Nurturing Academic Talent in Early Childhood: Science.
ED 161 530
Nurturing Creative Talent in Early Childhood.
ED 161 531
Nurturing Intellectual Talent in Early Childhood.
ED 161 527
Nurturing Leadership Talent in Early Childhood.
ED 161 532
Nurturing Psychomotor Talent in Early Childhood.
ED 161 534
Nurturing Talent in the Visual and Performing Arts in Early Childhood: Art and Music.
ED 161 533

Kassebaum, Gene
Contracting for Correctional Services in the Community. Volume I: Summary.
ED 160 762

Kastner, Sheldon
Evaluation of Selected New York City Board of Education Umbrella Programs for the 1974-1975 School Year.
ED 161 962

Katz, Leonard
Perception and Retention in Children's Reading. Final Report.
ED 160 981

Katz, Sheldon F.
Bloodied and Beaten, Perhaps, But the Printed Word Lives.
ED 161 452
These Are the Good Ole Days.''
ED 161 453

Keenan, Elinor Ochs
Propositions across Utterances and Speakers. Papers and Reports on Child Language Development, No. 12.
ED 161 298

Keith, Philip M.
Burkeian Invention, from Pentad to Dialectic.
ED 161 029

Kellaghan, Thomas
Incidence and Correlates of Illiteracy in Irish Primary Schools.
ED 160 976

Keller, Barbara Bledsoe
The Influence of Child Person-Orientation on Adult Method of Eliciting Moral Behavior.
ED 160 947

Keller, Michael J.
Perceptions of Sorority and Fraternity Rush. Survey Report. Student Life Research Service.
ED 161 322

Kelley, Jerome E.
Magazine Writing Today.
ED 161 052//

Kells, H. R.
Analysis of a Major Body of Institutional Research Studies Conducted in the Northeast, 1972-1977: Implications for Future Research.
ED 161 328

Kelly, Thomas E.
Interdisciplinary Studies. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5.
ED 161 247//

Kern, Susan H.
Information Resources: An Analysis of Community Needs and an Evaluation of Library Services in Chatham and Alamance Counties.
ED 161 438

Kersh, Bert Y.
Faculty Development for Inservice Education in the Schools.
ED 161 876

Kester, Donald L.
The Educational Programs Audit Dress Rehearsal; Paradigm One: Practice Makes Perfect or How a New Approach to the Audit Helps Programs Succeed.
ED 161 213

Kieft, Raymond N.
A Handbook for Institutional Academic and Program Planning: From Idea to Implementation.
ED 161 327

King, Donald A.
Data Collection Activities for the Second Follow-Up (August 1974 through June 1975). National Longitudinal Study of the High School Class of 1972. Final Report.
ED 161 919

King, Donald W.
A Chart Book of Indicators of Scientific and Technical Communication in the United States.
ED 161 430

King, Leslie W.
Evaluating Sexual Behavior from Writing Characteristics.
ED 161 057

Kirk, Robert J.
GED Testing: The High School Equivalency Diploma. Preparation for Health Career Advancement for American Indians and Alaska Natives.
ED 161 959

Kirkwood, Robert
Analysis of a Major Body of Institutional Research Studies Conducted in the Northeast, 1972-1977: Implications for Future Research.
ED 161 328

Kisslor, Gary D.
Nonprojective Analysis of nAch Among Male and Female Workers.
ED 160 922
Predicting Peer Evaluation of Scientists.
ED 160 921

Klausmeier, Herbert J.
Federally Supported Educational Research, Development, and Implementation: Some Proposals for Policy Change.
ED 161 163

Klaver, Peter R.
Problem Definition for Problem Solvers: Applying Rhetorical Theory in Teaching Technical Writing.
ED 161 035

Klein, Marvin L.
Language Games-An Important Component of the Reading Program.
ED 160 977

Klimes, Rudolf E.
What Educators Can Learn from Junior College Accreditation in Japan.
ED 161 477

Kline, Paula, Comp.
Urban Needs: A Bibliography and Directory for Community Resource Centers.
ED 162 037//

Klorman, Rafael
Effects of Coping and Mastery Modeling on Experienced and Inexperienced Pedodontic Patients' Disruptiveness.
ED 161 535

Knezek, Bernard D., Ed.
Application of Sludges and Wastewaters on Agricultural Land: A Planning and Educational Guide, MCD-35. Research Bulletin 1090.
ED 161 750

Knickman, James
Municipal Overburden in New Jersey: An Assessment. New Jersey Urban Education Research Reports No. 2.
ED 161 114

Kobelin, Joel
Report on the Development of a Close Range Photogrammetry (CRP) Educational Technician Program (Museum and Archive Use).
ED 161 704

Kogan, Kate L.
Comparing Ways of Altering Parent-Child Interaction.
ED 161 558

Kohler, Emmett T.
Perception of Locus of Control as a Predictor of Attitude Toward Students' Evaluation of University Faculty. AIR Forum Paper 1978.
ED 161 381

Koltai, Leslie
State of the District.
ED 161 465

Kominski, Edward S.
Needs Assessment in Education: More Discrepancy than Analysis.
ED 161 161

Konan, Mildred
Poverty and the Distribution of Mental Health Resources: Rural-Urban Comparisons. Scientific Article No. A2748, Contribution No. 5508 of the Maryland Agricultural Experiment Station.
ED 161 601

Korim, Andrew S.
Education and Work in the Future.
ED 161 504

Koss, Mary P.
Effect of Victim-Offender Relationship and Victim Resistance on Attributions of Rape.
ED 160 948

Kozlow, Michael James
A Meta-Analysis of Selected Advance Organizer Research Reports from 1960-1977.
ED 161 755

Kraemer William
Victims of Rape.
ED 160 971

Krause, Richard M.
Research Challenges and Opportunities. Paper from the Conference on Expanding the Role of Women in the Sciences (New York, New York, March 6-8, 1978).
ED 161 691

Krichmar, Albert
The Women's Movement in the Seventies: An International English-Language Bibliography.
ED 161 992//

Kuh, Charlotte V.
Temporal Adjustment in Academic Labor Markets: Time to Ph.D. AIR Forum Paper 1978.
ED 161 397

Kuhns, Eileen
Analyzing a Force for Change: Discrepancy Between Aspiration and Achievement of Institutional Goals. AIR Forum Paper 1978.
ED 161 336

Kuhns, Margaret
A Developmental Study of the Retention of Narrative Material. Final Report.
ED 160 978

Kunkle, John F.
The L'' Connection: The Interdependence of Second Language Programs. The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9.
ED 161 263//

Kurtines, William M.
Situation or Person? Toward a Psychosocial Role-Theoretical Approach to Personality.
ED 160 923

Landsberger, Betty H.
An Epidemiological Study of School Achievement: Implications for Theory and Research.
ED 161 561

Lanier, Judith E.
Research and Development Needs for the Advancement of Teacher Education. Research Series No. 8.
ED 161 859

Larson, David
The Social-Psychological Aspects of Aging.
ED 160 908

Lawless, Robert W.
Linking Academic Priorities to Resource Decisions. AIR Forum Paper 1978.
ED 161 373

Lawrenz, Frances
The Relationship Between Teacher Characteristics and Student Achievement and Attitude. Research Paper No. 8.
ED 161 679
Science Teachers' Perceptions of Their Teaching Skills and Their School Conditions. Research Paper No. 5.
ED 161 677
Student Perception of the Classroom Learning Environment in Biology, Chemistry, and Physics Courses. Research Paper No. 12.
ED 161 681

Lee, Grace E., Comp.
Learning Disabilities with Emphasis on Reading: An Annotated Bibliography.
ED 161 012

Lee, Marilyn
Texas Student Information System Non-Returning Student Sub-System. A Follow-Up Study.
ED 161 463

Leeking, Linda L.
Selected Attitudes Dealing with Individualized and Traditional Instruction.
ED 160 814

Lefkowitz, Joel
Problems of Conducting Research in Organizations: The Case of Police Departments.
ED 160 940

Legacy, James
Competency Based Curriculum for Agricultural Occupations Programs Phase I Developing an Occupational Matrix and Completing a Job Title Purposive Study. Final Report.
ED 160 820

Lehr, Judy
Profiles of Successful Innovating Secondary Schools. Associated Network of IGE Middle, Junior, and Senior High Schools and Other Schools with Innovative Programs, 1978. Working Paper No. 231.
ED 161 156

Leiner, Marvin
Children Are the Revolution: Day Care in Cuba.
ED 161 560//

Leiter, Jeffrey
The Effects of School Control Structures on Teacher Perceptions of Autonomy.
ED 161 164

Lemke, Jay L.
Attitudes to Educational Issues: Development of an Instrument.
ED 161 877

Lenning, Oscar T.
A Conceptual Framework for Identifying and Assessing Needs in Postsecondary Education. AIR Forum Paper 1978.
ED 161 341

LeRoy, Judith
Ascertainment of Community Needs in Jacksonville. Second Annual Survey.
ED 161 408

Lester, Kenneth A.
Career Education. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5.
ED 161 248//

Lett, John A., Jr.
Assessing Attitudinal Outcomes. The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9.
ED 161 265//

Levenson, Dorothy
Management by Objectives in the Schools.
ED 161 842

Levin, Joel R.
Improving Children's Prose Comprehension: Selected Strategies That Seem to Succeed. Theoretical Paper No. 72.
ED 160 975

Levine, James A.
Day Care and the Public Schools: Profiles of Five Communities.
ED 161 526//

Levinsohn, Jay
School File Documentation. National Longitudinal Study of the High School Class of 1972.
ED 161 920

Levy, Stephen L.
The Realities Facing the Profession. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5.
ED 161 244//

Lewis, Arthur J.
Forecasting Social Trends as a Basis for Formulating Educational Policy.
ED 161 786

Lewis, Bill
Contemporary American Issues.
ED 161 753//

Lewis, Louise
School File Documentation. National Longitudinal Study of the High School Class of 1972.
ED 161 920

Leyba, Rachel
Miscue Analysis in Writing.
ED 161 078

Leyser, Yona
The Effects of Role Playing in Elementary School Classrooms on Children with Low Sociometric Status. Final Report 50.3.
ED 161 837

Liebrenz, Marilyn L., Ed.
Supervisory Management in the Water/Wastewater Field: Self Study Program. Revised Second Edition. Textbook and Student Manual. Lessons 1-7 and Appendix. Executive Programs of the Graduate School of Business Administration of Michigan State University.
ED 161 662

Liemohn, Wendell
Hamstring Injuries An Examination of Possible Causes.
ED 161 840

Light, Richard L., Ed.
Collected Papers in Teaching English as a Second Language and Bilingual Education: Themes, Practices, Viewpoints.
ED 161 242

Lilley, Stephen
Perceived Blockages in the Occupational Attainment of Southern Black Youth.
ED 162 010

Lindia, Albert
Penetrating School Strata through Career Education. Program Evaluation.
ED 160 778

Linhart, Cynthia A.
Adequacy of Budget Formulas for Balancing Institutional Needs and Resources in Non-Growth Periods. AIR Forum Paper 1978.
ED 161 333

Long, John
An Empirical Investigation of the ESEA Title I Evaluation Systems' Proposed Variance Estimation Procedures for Use With Criterion Referenced Tests.
ED 161 914

Longstreet, Wilma S.
Aspects of Ethnicity: Understanding Differences in Pluralistic Classrooms.
ED 162 039//

Lourie, Joan
Needs and Social Characteristics of the Re-Entered Student.
ED 160 909

Lu, Jonathan J.
Geography of the Bible as an Academic Subject in Geography.
ED 161 811

Lubin, Ellen
Motor Creativity of Preschool Children on the London Trestle Tree Apparatus.
ED 161 851

Lucas, Barry G.
Parent Advisory Committees in Quebec: An Experiment in Mandated Parental Participation.
ED 161 141

Lucas, Christine W.
Stimulated Reading for Disfluent Elementary Readers.
ED 160 984

Luft, Harold S.
Poverty and Health: Economic Causes and Consequences of Health Problems.
ED 162 008//

Lukasevich, Ann, Ed.
20 Year Collective Index to the Journal of Reading'' (1957-1977).
ED 161 014

Lundsteen, Sara W., Ed.
Cultural Factors in Learning and Instruction. ERIC/CUE Urban Diversity Series, Number 56.
ED 162 012

Lunney, Gerald H.
The Condition of Kentucky's Independent Colleges, 1971-72 to 1975-76. AIR Forum Paper 1978.
ED 161 345

Lyman, Elisabeth R.
PLATO Highlights, Fifth Revision.
ED 161 435

Lynch, Anthony M.
Responsibility for Educational Tasks: Role Perceptions in West Virginia.
ED 161 847

MacCann, Donnarae, Ed.
Cultural Conformity in Books for Children: Further Readings in Racism.
ED 161 993//

MacDonald, Maurice
The Earnings of Males and Marital Disruption. Discussion Paper No. 504-78.
ED 162 046

Mack, Geoffrey L.
Staff Development in Career Guidance: A Facilitator's Handbook.
ED 160 843

Macken, Marlys A.
The Acquistion of Intervocalic Consonants in Mexican Spanish: A Cross-Sectional Study Based on Imitation Data. Papers and Reports on Child Language Development, No. 9.
ED 161 268
A Longitudinal Study of the Acquisition of the Voicing Contrast in American-English Word-Initial Stops, as Measured by Voice Onset Time. Papers and Reports on Child Language Development, No. 14.
ED 161 305

Madeja, Stanley S.
The Bee Hive: The Arts in Early Education.
ED 161 518

Madey, Doren L.
1977 State Abstracts: The State Capacity Building Program.
ED 161 444
1977 State Reports: The State Capacity Building Program.
ED 161 443

Madsen, Harold S.
Adaptation in Language Teaching.
ED 161 279//

Magoon, A. Jon
Evaluation Acceptance in Elementary School Teachers: A Construct Validation and Description of the Meaning of Standardized Achievement Testing.
ED 161 942

Maier, Milton H.
Criterion-Referenced Job Proficiency Testing: A Large Scale Application. Research Report 1193.
ED 161 953

Main, John, Ed.
The Elderly (Student Book). Value Reasoning Series.
ED 161 862//
The Elderly: Teacher's Manual. Value Reasoning Series.
ED 161 861//

Maitre, Merry, Ed.
State of Iowa Plan for Physical Education for Handicapped Students. Discussion Copy.
ED 161 237

Malitz, David
Identification of Predictors of Coding Performance: Selecting Subjects to be Trained to Use Observation Systems.
ED 161 898

Mallory, Bruce L.
Selected Empirical Research and Policy Analysis on Child Care and Parent Education: Principles for Public Policy.
ED 161 559

Mally, Nell
A Survey: Perceptions of the College of Lake County's G.E.D. Program as Seen by Former Students and Area Personnel Managers.
ED 161 471

Maloyed, Douglas
Basic Mathematics Review. Information Sheets and Worksheets for Apprentice and Vocational Students. Revised to Meet 1975 Electrical Code.
ED 160 876

Mangino, Evangelina
How to Write Criterion-Referenced Tests for Spanish-English Bilingual Programs.
ED 161 281

Manning, Thurston E.
State Postsecondary Education Institutional Authorization and Oversight. A National Report and Inservice Education Program. Summary and Synthesis of the Conference.
ED 161 326

Manno, Bruno V.
Why Parental Involvement?
ED 161 826

Marks, Joseph Lappin
A Model for the Selection of Members of the Faculty.
ED 161 489
Policy Development in the Humanistic Disciplines: Toward Anthrocentric Undergraduate Education.
ED 161 510

Marston, Paul T.
Coder Drift: A Reliability Problem for Teacher Observations.
ED 161 897

Martin, Betty B.
Determination of Missouri Home Economics Teachers' Training Needs Related to Instruction of Handicapped Students. Final Report.
ED 160 867
An Investigation of Consumer Education Course Content and Methodology and Related Needs of Consumer Education Teachers in Missouri. Final Report.
ED 160 887

Martin, Joan, Ed.
Family Studies I. Course Objectives, Content Analysis, Supporting Objectives and Content Generalizations.
ED 160 790
Home Management 7: Child Care Unit. Course Objectives, Content Analysis, Supporting Objectives and Content Generalizations.
ED 160 791

Martin, Nancy
Writing and Learning Across the Curriculum 11-16.
ED 161 064//

Marting, Diane
Love's Pain: Anna Akhmatova and Sexual Politics.
ED 161 045

Martorana, S. V.
Analyzing a Force for Change: Discrepancy Between Aspiration and Achievement of Institutional Goals. AIR Forum Paper 1978.
ED 161 336

Mas, Joseph, Ed.
The Education of Gifted and Talented - A Basic Overview.
ED 161 223

Massie, Samuel P.
From Carver to Hill, and On.
ED 162 015

Matluck, Joseph H.
The Multiple Role of Oral Language Assessment: Language Status, Research, and Curriculum Development.
ED 161 058

Matthews, Bruce E.
Winter Outdoor Education Activities: Snowshoes and Exploring the Winter Environment.
ED 161 579

Matthews, Carleen
Innovative Projects: Making Them Standard Practice. Keys to Community Involvement Series: 7.
ED 161 123
Successful Projects: Examining the Research. Keys to Community Involvement Series: 8.
ED 161 124
Using Consultants: Getting What You Want. Keys to Community Involvement Series: 14.
ED 161 130

May, Les
Metropolitan Planning Project, 1973-75. Final Performance Report.
ED 162 002

McBrayer, John
A Competency Based Human Relations Program Curriculum Model.
ED 161 450
Guidelines for Specification of Competencies.
ED 161 449

McBride, Deborah
Teachers Using Volunteers and Aides: An Inservice Teaching Packet.
ED 161 868
Training Volunteers and Aides: An Inservice Teaching Packet.
ED 161 869

McCain, Thomas A.
Method Dependent Opinion Leadership: Implications for Ascertainment of Black Community Needs for Public Television Stations.
ED 161 409

McClelland, David C.
Pedagogy and Competency-Based Education. Paper No. 3, Series of 6.
ED 160 731

McCormack, James E.
An In-Service Training Program for Service Providers Working with Multiply Handicapped Learners.
ED 161 219

McCormack, James E., Jr.
Pro-Active Behavior Management.
ED 161 218

McCormick, Douglas J.
Tailor-APL: An Interactive Computer Program for Individual Tailored Testing. Technical Report No. 5.
ED 161 886

McCormick, Regina
Directory of Social Studies/Social Science Service Organizations. Second Edition.
ED 161 772

McCreadie, Marsha
The Celluloid Critic and the Student of Composition.
ED 161 061

McCutcheon, Lynn E.
Competence and Sex Prejudice Is the Latter Disappearing?
ED 160 916

McDonald, Lee C.
Private Ethics and Civic Virtue.
ED 161 776

McKee, Barbara G.
Classroom Assessment Techniques For Hearing Impaired Students: A Literature Review.
ED 161 937

McKenzie, Sharon, Comp.
Family Studies I. Course Objectives, Content Analysis, Supporting Objectives and Content Generalizations.
ED 160 790

McKillip, Jack
Why Do We Need a Control Group? Why Should We Randomize? Some Answers for Evaluative Researchers.
ED 160 924

McLaughlin, Daniel R.
Working Effectively with the Community Power Structure.
ED 160 746

McLaughlin, Gerald W.
Balancing Computer Resources with Institutional Needs. AIR Forum Paper 1978.
ED 161 338
Data Bases at a State Institution Costs, Uses and Needs. AIR Forum Paper 1978.
ED 161 349

McLaughlin, Karen E.
Locus of Control Change in College Students: A Future Role for Student Development.
ED 160 933

McLure, Gail T.
Women in Science and Technology: Careers for Today and Tomorrow.
ED 161 710

McNutt, Gaye
Procedures for Identifying Specific Learning Disabilities.
ED 161 175

McTeer, J. Hugh
Differences in Students' Interest toward Five Areas of the Social Studies.
ED 161 807

McWhirter, Richard
Predicting Adaptive Behavior from the Bayley Scales of Infant Development.
ED 161 183

Mehrens, William A.
Six Single-Administration Reliability Coefficients for Criterion-Referenced Tests: A Comparative Study.
ED 161 929

Meinstereifel, Elizabeth B.
A Study to Determine the Utilization of Shorthand in Pennsylvania Offices.
ED 160 886

Melady, Mary
An Investigation of Counseling Learning/Community Language Learning. Papers in Linguistics, 1974-1977: A Collection of M.A. Papers from Students in the Linguistics Department of Northeastern Illinois University.
ED 161 293

Mello, James F.
Computerization of Synonymy Data from Biological Systematics. Museum Data Bank Research Report Number 9.
ED 161 426

Metham, John
Teachers' Ratings of Preschool Children's Behaviours. Discussion Paper No. 2.
ED 161 542

Metoyer, Cheryl
American Indian Library Services State of the Art Report.
ED 161 573

Mierkiewicz, Diane B.
Some Instructional Implications from a Mathematical Model of Cognitive Development.
ED 161 927

Miller, Annette
Annual Report on State Research Coordinating Unit Activities for the Period October 1, 1976-September 30, 1977. Fiscal Year 1977.
ED 160 771

Miller, James R.
Text Annotation: A Technique for Facilitating Knowledge Integration.
ED 161 086

Miller, Kay
Investigative and In-Depth Reporting.
ED 161 085//

Miller, Robert H., Ed.
Application of Sludges and Wastewaters on Agricultural Land: A Planning and Educational Guide, MCD-35. Research Bulletin 1090.
ED 161 750

Millet, June E.
What's in a Name?
ED 160 919

Millman, Jason
Can Meta-Evaluation Give a Direction for Research on Evaluation?
ED 161 938

Misanchuk, Earl R.
Uses and Abuses of Evaluation in Continuing Education Programs: On the Frequent Futility of Formative, Summative, and Justificative Evaluation.
ED 160 734

Mische, Patricia
Women and Peace And Vienna Conference: Women and Disarmament And Women, Power and Alternative Futures, Part I: Women and World Order And Women, Power and Alternative Futures, Part II: Women and Power. The Whole Earth Papers. Vol. 1, No. 6-8, Spring, 1978.
ED 161 798

Mitchell, Watenriio (Michael), Comp.
Thanksgiving Address of the North American Indian Ohenton Kariwatehkwen.
ED 161 576//

Miyataki, Glenn K.
An Empirical Study of Implementing an Academic Unit Planning Tool: Implications for Institutional Research and Management. AIR Forum Paper 1978.
ED 161 355

Mojock, Charles R.
A Course in Death Education as a Factor In Influencing Attitudes Toward Death of Juniors Enrolled in a Parochial High School.
ED 160 953

Moll, Marita, Comp.
Teacher Workload. Bibliographies in Education No. 63.
ED 161 827

Monical, David G.
Long-Range Financial Planning in Minnesota: Exploring State Level Issues, Problems and Alternatives. AIR Forum Paper 1978.
ED 161 375

Montgomery, David C.
Enrollment Projections When the System Changes. AIR Forum Paper 1978.
ED 161 354

Moody, Charles D., Ed.
Student Rights and Discipline: Policies, Programs, and Procedures.
ED 160 926

Moon, Donald K.
Development and Exchange of Instructional Resources in Water Quality Control Programs, III: Selecting Audio-Visual Equipment.
ED 161 695//

Moore, David Thornton
Urban Resources as Educators.
ED 162 014

Moore, Earl J.
Comprehensive Career Guidance. Career Guidance Curriculum. Staff Development K-6.
ED 160 844
Comprehensive Career Guidance. Classroom Meetings. Staff Development K-6.
ED 160 847
Comprehensive Career Guidance. Developing Self Worth. Staff Development K-6.
ED 160 848
Comprehensive Career Guidance. Improving Classroom Behavior. Staff Development K-6.
ED 160 845
Comprehensive Career Guidance. Methods Guide. K-6 Career.
ED 160 842
Comprehensive Career Guidance. Parent Education and Consultation. Staff Development K-6.
ED 160 846
Comprehensive Career Guidance. Responsible Assertiveness Training. Staff Development K-6.
ED 160 849
Individual Advisory System.
ED 160 856

Moore, Helen
Ethnic and Class Bias in Teacher Expectations of Junior High School Students: A Test of the Bowles and Gintis Thesis.
ED 161 821

Morgan, Alistair R.
Student Learning in the Open University The Provision of Diversity in a Distance Education System. AIR Forum Paper 1978.
ED 161 396

Morra, Linda G.
The Discrepancy Evaluation Model: A Strategy for Improving a Simulation and Determining Effectiveness.
ED 161 880

Morris, John E.
Student Teaching Concerns Before and After Student Teaching.
ED 161 866

Moss, Marcia W.
Pro-Child: A Child Abuse and Neglect Program. Final Report.
ED 161 216
Pro-Child: A Child Abuse and Neglect Program. Supplement to the Final Report.
ED 161 217

Moyer, Phillip C.
The Educational Environment. Leader's Handbook .
ED 160 854

Muffo, John
Equal Pay for Equal Qualifications? A Model for Determining Race or Sex Discrimination in Salaries. AIR Forum Paper 1978.
ED 161 356

Mullen, Wahneta M.
Many Learners, Many Goals, Many Curricula. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5.
ED 161 245//

Musumeci, Marilyn
A Taxonomy of Technical Assistance Skills.
ED 161 116

Nadeau, Gilles G.
A System for Departmental Evaluation for Promotion Tenure and Assignments.
ED 161 945

Nadel, Sybil, Ed.
The Education of Gifted and Talented - A Basic Overview.
ED 161 223

Nagel, Joane
The Conditions of Ethnic Separatism: The Kurds in Turkey, Iran, and Iraq.
ED 161 813

Nauta, Marrit J.
National Home Start Evaluation: Field Procedures Manual.
ED 161 544

Nazarentian, Angeline
The Changing Health Knowledges of College Students.
ED 161 843

Neave, Guy, Ed.
Research Perspectives on the Transition from School to Work. Report of a European Contact Workshop Organised by the Institute of Education (ECF) under the Auspices of the Council of Europe with the Participation of the Commission of the European Communities, Brugge, July 1977.
ED 160 760//

Nelson, Glenn M.
Presidents' Vital Signs: Implications for Institutional Decision Making. AIR Forum Paper 1978.
ED 161 384

Newton, Fred B.
Life Career Planning: Values, Decisions and Goals. Leader's Handbook .
ED 160 852

Ney, James W.
A Comparison of Reading Miscues and Writing Miscues.
ED 161 009
Miscue Analysis in Writing.
ED 161 078
Miscue Analysis: The Writing of Three Hispanic American Students in a Class of Twenty Fourth Graders.
ED 161 077

Sentence Combining and Reading.
ED 161 080

A Short History of Sentence Combining: Its Limitations and Use.
ED 161 079

Nichols, Natalie P.
The Role of Guidance in Business Education.
ED 160 831

Nicolich, Lorraine McCune
Methodological Issues in Studying Symbolic Play.
ED 161 547

Niederman, Nancy S.
Black Employment in Kentucky State Agencies, Seventh Report. An Analysis of Job Levels, Salaries and Hiring Patterns as of November, 1975.
ED 161 974

Nist, Joan Sticham
Cultural Constellations in Translated Children's Literature: Evidence from the Mildred L. Batchelder Award.
ED 161 026

Nix, Don
Project Straight-Talk.
ED 161 422

Noonan, Roberta L.
Nutrition and Its Effects on the Hyperkinetic Child's Behavior and Learning: A Case Study.
ED 161 548

Procedures for Developing Policy for Nursery Schools and Day Care Centers: Educational Policy Systems.
ED 161 549

Norris, Lila
Sex Differences in the Career Decision-Making Process. Final Report.
ED 160 833

Nosin, Jerome Alan
The Earned-Time System: A Performance-Based Correctional Management Model.
ED 160 961

Ratings of Job Performance of Georgia Correctional Officers.
ED 160 956

Nostrand, Howard L.
Empathy for a Second Culture: Motivations and Techniques. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5.
ED 161 251//

O'Keefe, Ann
What Head Start Means to Families.
ED 161 525

O'Keefe, Garrett J.
Newspaper Versus Television Reliance and Political Disaffection.
ED 161 042

Obler, Jeffrey L., Ed.
Urban Ethnic Conflict: A Comparative Perspective. Comparative Urban Studies, Monograph No. 3.
ED 161 994//

Ogden, Evelyn
A Taxonomy of Technical Assistance Skills.
ED 161 116

Ohnmacht, Fred W.
On the Differential Transfer of Abilities to Reading.
ED 160 987

Okey, James R.
Teacher Performance Assessment Instruments: Manual for Data Collectors.
ED 161 955//

Olin, Ferris, Comp.
Fair Play. A Bibliography of Non-Stereotyped Materials.
ED 162 021

Oliver, Michael
Educational Considerations.
ED 161 454

Olivier, W. P.
Strategies for Production and Dissemination of CAI.
ED 161 417

Oller, John W., Jr.
Language in Education: Testing the Tests.
ED 161 278//

Olmstead, Joseph A.
Motivation, Management, and Performance.
ED 160 932

Olp, Georgia, Ed.
A Model for Developing and Operating an Adult Career Guidance Center.
ED 160 917

Oppenheimer, Zelda V.
Careers for Bilinguals. Volume One. Student Workbook .
ED 160 727//

Careers for Bilinguals. Volume One. Teacher's Manual.
ED 160 726//

Ory, John C.
The Effect of Varying Response-Mode Formats on Responses to Affective Measures.
ED 161 895

Osman, Alice H., Ed.
Collected Papers in Teaching English as a Second Language and Bilingual Education: Themes, Practices, Viewpoints.
ED 161 242

Osterman, Dean N.
Handling the Band-Aids and Major Surgery Jobs in Instructional Development: Viva La Difference in Action.
ED 161 432

Ostro, Gaby
Major School Change Policy. A Model for Community Involvement in Declining Enrollment.
ED 161 137

Overall, J. U.
Long-Term Stability of Students' Evaluations: A Longitudinal Study. AIR Forum Paper 1978.
ED 161 376

Owens, Thomas R.
Program Evaluation Skills for Busy Administrators.
ED 161 887

Oxender, Vernon L.
Remarks: What Parents Ought to Know/Be Told About Our Schools''.
ED 161 899

Oxford, Wayne, Ed.
Thematic Issue: International/Intercultural Communication.
ED 161 103

Packard, John S.
Management Implications of Team Teaching: Final Report.
ED 161 153

Page, Lou Williams
Apollo-Soyuz Pamphlet No. 1: The Flight. Apollo-Soyuz Experiments in Space.
ED 161 717

Apollo-Soyuz Pamphlet No. 2: X-Rays, Gamma-Rays. Apollo-Soyuz Experiments in Space.
ED 161 718

Apollo-Soyuz Pamphlet No. 3: Sun, Stars, In Between. Apollo-Soyuz Experiments in Space.
ED 161 719

Apollo-Soyuz Pamphlet No. 4: Gravitational Field. Apollo-Soyuz Experiments in Space.
ED 161 720

Apollo-Soyuz Pamphlet No. 5: The Earth from Orbit. Apollo-Soyuz Experiments in Space.
ED 161 721

Apollo-Soyuz Pamphlet No. 6: Cosmic Ray Dosage. Apollo-Soyuz Experiments in Space.
ED 161 722

Apollo-Soyuz Pamphlet No. 7: Biology in Zero-G. Apollo-Soyuz Experiments in Space.
ED 161 723

Apollo-Soyuz Pamphlet No. 8: Zero-G Technology. Apollo-Soyuz Experiments in Space.
ED 161 724

Apollo-Soyuz Pamphlet No. 9: General Science. Apollo-Soyuz Experiments in Space.
ED 161 725

Page, Thornton
Apollo-Soyuz Pamphlet No. 1: The Flight. Apollo-Soyuz Experiments in Space.
ED 161 717

Apollo-Soyuz Pamphlet No. 2: X-Rays, Gamma-Rays. Apollo-Soyuz Experiments in Space.
ED 161 718

Apollo-Soyuz Pamphlet No. 3: Sun, Stars, In Between. Apollo-Soyuz Experiments in Space.
ED 161 719

Apollo-Soyuz Pamphlet No. 4: Gravitational Field. Apollo-Soyuz Experiments in Space.
ED 161 720

Apollo-Soyuz Pamphlet No. 5: The Earth from Orbit. Apollo-Soyuz Experiments in Space.
ED 161 721

Apollo-Soyuz Pamphlet No. 6: Cosmic Ray Dosage. Apollo-Soyuz Experiments in Space.
ED 161 722

Apollo-Soyuz Pamphlet No. 7: Biology in Zero-G. Apollo-Soyuz Experiments in Space.
ED 161 723

Apollo-Soyuz Pamphlet No. 8: Zero-G Technology. Apollo-Soyuz Experiments in Space.
ED 161 724

Apollo-Soyuz Pamphlet No. 9: General Science. Apollo-Soyuz Experiments in Space.
ED 161 725

Paine, Stan C.
The Effects of Repeated Treatment on the Maintenance of Social Behavior. Report No. 38.
ED 161 239

Palmer, Diane H.
Elements of an Economic Impact Study (Or Building on the ACE Model). AIR Forum Paper 1978.
ED 161 353

Palmer, Mack R.
Journalism and the Educational Views of Alexander Meiklejohn.
ED 161 027

Palola, Ernest G.
PERC and NCHEMS: A Comparison. AIR Forum Paper 1978.
ED 161 380

Pandya, Himanshu S.
Teacher Expectancy Related to Student Performance in Vocational Education.
ED 160 890

Papaconstadopoulos, Chris
A Methodology for Designing High Level Computer Input Systems for Mathematical Programming Models. Industrial and Systems Engineering Report Series No. J-78-16.
ED 161 692

Park, Jeanne S., Comp.
Education in Action: 50 Ideas That Work.
ED 161 540

Parker, Franklin
China Since Mao.
ED 161 819

Parker, John D.
Information Will Not Make You Well. MIS Re-examined. AIR Forum Paper 1978.
ED 161 367

Parrish, Richard M.
Traditional vs. Non-Traditional Calendar: A Case Analysis of Faculty, Students and Administrative Opinions in a Medium-Sized Public Community College. Report 78-79-02.
ED 161 491

Part-Time Faculty: A Statewide Model for Development.
ED 161 484

Targets of Opportunity: Strategies for Managing a Staff Development Consortium.
ED 161 485

Pascale, Marie
Traditional vs. Non-Traditional Calendar: A Case Analysis of Faculty, Students and Administrative Opinions in a Medium-Sized Public Community College. Report 78-79-02.
ED 161 491

Patience, Wayne M.
Self-Paced Versus Paced Evaluation Utilizing Computerized Tailored Testing.
ED 161 884

Patrick, Ruth
A Study of Library Cooperatives, Networks and Demonstration Projects. Final Report. Volume I: Findings and Recommendations.
ED 161 405

Patterson, Douglas
Alabama Vocational Management Information System. Final Report.
ED 160 888

Patton, Bob
Unit of Instruction: Writing, Teaching, Supplementing.
ED 160 733

Payton, Benjamin F.
Minority Admissions and Performance in Graduate Study: A Preliminary Study of Fellowship Programs of the Ford Foundation and the Danforth Foundation.
ED 161 979

Pearce, W. Barnett
The Ineffable: An Examination of the Limits of Expressibility and the Means of Communication.
ED 161 092

Pedersen, Neil G.
A Model for the Development of a Competency-Based High School Diploma Program at the Local School District Level.
ED 161 151

Peplau, Letitia Anne
Dual-Career Relationships: The College Couple Perspective.
ED 160 939

Perine, Maxine H.
The Response of Sixth-Grade Readers to Selected Children's Literature with Special Reference to Moral Judgment.
ED 161 004

Perkins, Kyle
Language in Education: Testing the Tests.
ED 161 278//

Perkins, Marthalou
A Comparative Student Profile Study: Sunnyvale Center De Anza College Fall 1977 and 1978.
ED 161 472

Perlman, Daniel H.
Self-Study Report by Roosevelt University on the Impact of Government Programs and the Cost of Compliance With Government Regulations for the Sloan Commission on Government and Higher Education.
ED 161 306

Perry, Wayne D.
Collective Bargaining by Teachers: Issues and Evidence.
ED 161 147

Persky, Barry, Ed.
Urban, Social, and Educational Issues. A Doctorate Association of New York Educators Series.
ED 162 018//

Peshkin, Alan
Growing Up American; Schooling and the Survival of Community.
ED 161 577//

Peters, Ann M.
Language Learning Strategies: Does the Whole Equal the Sum of the Parts? Papers and Reports on Child Language Development, No. 12.
ED 161 299

Petersen, Richard J.
Statistical Handbook of Science Education.
ED 161 663

Petreshene, Susan S.
The Complete Guide to Learning Centers.
ED 161 059//

Petrosko, Joseph M.
Evolution of Educational Measurement in the 1970's: Changes in Elementary Level Standardized Tests.
ED 161 943

Pfeffer, Eileen
The Educational Programs Audit Dress Rehearsal; Paradigm One: Practice Makes Perfect or How a New Approach to the Audit Helps Programs Succeed.
ED 161 213

Phelps, James
Interpretive Manual. The First Report of the 1977-78 Michigan Educational Assessment Program.
ED 161 949

Phillips, June K.
Individualization and Personalization. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5.
ED 161 250//

Phillips, June K., Ed.
The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9.
ED 161 255

Phipps, Lloyd J.
Course of Study: Citizens' Advisory Councils in Education.
ED 160 809

Picou, J. Steven
Significant Other Influence, Career Choice and Achievement: Selective Theoretical and Conceptual Approaches. Research and Development Series No. 111.
ED 160 742

Pierce, Sandra
Phonological Production and Perception in Verbal Autistic, Normal, and Mentally Retarded Subjects. Papers and Reports on Child Language Development, No. 12.
ED 161 300

Pietila, Asta, Ed.
Small Schools and Combined Grades in Finland. Information Bulletin No 3, 1978.
ED 161 564

Pines, A. Leon
Scientific Concept Learning in Children Subsequent to A-T Instruction: The Effect of Prior Knowledge on Resulting Cognitive Structure.
ED 161 770

Teaching, Interviewing, and Learning Theory.
ED 161 771

Pitt, Roger, Comp.
A Review of Related Literature Concerning Components of Systems and Studies That Impact on Identification and Selection of EMRs and Slow Learners for Vocational Programs.
ED 160 817

Plake, Barbara S.
An Investigation of Differential Item Performance by Sex on the Iowa Tests of Basic Skills.
ED 161 933

A Methodology for Identifying Biased Achievement Test Items that Removes the Confounding in an Items by Groups Interaction Due to Possible Group Differences in Instructional Level.
ED 161 930

Plotnick, Robert
Can Welfare Reform Eliminate Poverty? Discussion Paper No. 517-78.
ED 162 049

Poggio, John P.
The Effect of Varying Response-Mode Formats on Responses to Affective Measures.
ED 161 895

Politzer, Robert L.
Some Reflections on the Role of Linguistics in the Preparation of Bilingual/ Cross-Cultural Teachers. Bilingual Education Paper Series, Vol. 1, No. 12.
ED 161 274

Porter, David
The School Consultant As Teacher: Preventive Mental Health Curriculum in a Rural Public High School.
ED 160 949

Possin, Carol
Citizen Action Manual: How to Effect Change in the Adoption/Foster Care System.
ED 161 513

Post, Thomas R.
Differences Between Teachers' Self-Ratings and Principal and University Faculty's Idealized Mathematics Teacher as Measured by a Mathematics Inventory. Research Paper No. 19.
ED 161 684

Potell, Herbert, Ed.
High Points.
ED 161 991

Potter, Ellen F.
Sex Differences in Classroom Participation.
ED 160 911

Poulton, Nick L.
Comparing Perceived Outcomes of Different Planning Activities. AIR Forum Paper 1978.
ED 161 344

Prather, James E.
A Longitudinal Study of Grades in 144 Undergraduate Courses. AIR Forum Paper 1978.
ED 161 374

Pressley, Michael
Improving Children's Prose Comprehension: Selected Strategies That Seem to Succeed. Theoretical Paper No. 72.
ED 160 975

Price-Williams, D.
A Preliminary Investigation of Communication Skills among Rural Hawaiian Children. Technical Report No. 73.
ED 161 087

A Study of Cued Free Recall Learning among Rural Hawaiian Children Using Standardized Norms. Technical Report No. 71.
ED 161 022

Prichard, Karen Kidd
Training Teachers for Parent Conferencing: A New Horizon for the School Counselor.
ED 160 950

Prieto, Alfonso G., Ed.
Severe Behavior Disorders of Children and Youth. Monograph in Behavioral Disorders.
ED 161 200

Prokos, George
This Is About Attendance Counselling.
ED 161 149//

Pucel, David J.
A Study of the Need for a Teacher Education Program for Part-Time Adult Vocational Instructors in Minnesota.
ED 160 897

Quinn, Karen M.
Module Development Handbook.
ED 160 776

Quinn, Terence J.
Theoretical Foundations in Linguistics and Related Fields. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5.
ED 161 252//

Qureshi, Zahir
The Current State of Secondary School Marine Science Education in the United States.
ED 161 746

Ramist, Leonard
Admissions-Yield and Persistence Analysis. AIR Forum Paper 1978.
ED 161 335

Ranney, Austin
Alienation and Expectation in American Political Culture.
ED 161 777

Reardon, Betty
A Preliminary Study of the Obstacles to, the Status of and Potential for Education for the Promotion of Disarmament. Seminar on the Obstacles to Disarmament and the Ways of Overcoming Them (3-7 April 1978).
ED 161 789

Rebell, Michael A.
Legal and Legislative Implications of Competency-Based Education. Paper No. 5, Series of 6.
ED 160 729

Reckase, Mark D.
Self-Paced Versus Paced Evaluation Utilizing Computerized Tailored Testing.
ED 161 884

Reddick, Thomas L.
A Study of Professonal Attitudes of Teachers in Five Public School Systems in Tennessee and Michigan.
ED 161 863

Reece, Shelley C.
Ordinary Language Philosophy and Composition.
ED 161 047

Reece, William S.
A Theoretical Framework for Educational Output Measurement. AIR Forum Paper 1978.
ED 161 398

Reed, Kathleen
Reading Instruction: The Affective Domain Measuring Affective Growth in Reading.''
ED 160 990

Reenstjerna, Frederick Roberts
The Hollins Branch Library and its Community: An Analysis of Available Data.
ED 161 439

Reich, John W.
Parental Physical Abuse and Reactions to Suffering in Others.
ED 160 941

Reineke, Robert
Adequacy of Teaching Conditions as Perceived by Administrators and Teachers. Research Paper No. 7.
ED 161 678

Reschovsky, Andrew
Municipal Overburden in New Jersey: An Assessment. New Jersey Urban Education Research Reports No. 2.
ED 161 114

Predicting the Effect of New Jersey's New Educational Funding Law on Local Support for Education. New Jersey Urban Education Research Reports No. 3.
ED 161 115

Reuder, Mary E.
Changes in Personality Impressions Formed by Status-Oriented Individuals who Differ in Need-for-Social Approval (NA) or Locus-of-Control Reinforcement.
ED 160 937

Rhode, Mary
Compilation of a Communication Skills Lexicon Coded with Linguistic Information. Technical Report No. 58.
ED 151 041

Rice, Eric
Eliminating Sexism: Rewriting the Scripts. An Informational Guide to Sex Stereotyping, Sex Bias and Sex Discrimination. Instructor's Manual.
ED 160 753

In Search of a Job: A Simulation Activity in Occupational Decision-Making. Instructor's Manual.
ED 160 756

Needs Assessment Procedure: Mainstreaming Handicapped. Volume I. Final Technical Report.
ED 160 891

Needs Assessment Procedure: Mainstreaming Handicapped. Volume II. A Manual for Vocational Education Administrators. Final Report.
ED 160 892

Sex Stereotyping, Bias, and Discrimination in the World of Work: A Workbook. Instructor's Manual.
ED 160 755

Strategies to Eliminate Sex Stereotyping and Sex Bias: An Administrator's Manual.
ED 160 752

The Testing of Selected Strategies to Eliminate Sex Bias in Vocational Education Programs. Executive Summary.
ED 160 757

The Testing of Selected Strategies to Eliminate Sex Bias in Vocational Education Programs. Final Report. Volume I. Final Technical Report.
ED 160 758

Richard, Nancy
The Bee Hive: The Arts in Early Education.
ED 161 518

Richards, Jack C.
The Dynamics of English as an International, Foreign, Second and Auxiliary Language.
ED 161 269

Richardson, Penelope L.
Lifelong Learning and Public Policy.
ED 160 859

Richmond, Lee J.
Professional Development and Personality in Religious Clergy.
ED 160 942

Riendeau, Albert J.
50 Ways to Get More Out of Your Advisory Committee.
ED 160 748

Rigterink, James M.
Enrollment Patterns of Occupational Non-Credit Students in the Two-Year College.
ED 161 466

Riley, Judith
Can You Make Faculty Staff More Efficient? AIR Forum Paper 1978.
ED 161 340

Ritter, Philip W.
Information Resources: An Analysis of Community Needs and an Evaluation of Library Services in Chatham and Alamance Counties.
ED 161 438

Rizza, Peter J.
Computer Based Education for Developing Educational Systems.
ED 161 416

Roberts, Dennis L., II, Ed.
Planning Urban Education: New Ideas and Techniques to Transform Learning in the City.
ED 161 984//

Robon, Nancy C.
A Comparative Study of the First Full-Time Job and Salary After Graduation for Selected Vocational/Technical/Professional Business Graduates from High School, Two-Year Colleges, and Four-Year Colleges. AIR Forum Paper 1978.
ED 161 343

Rodgers, Robert F.
The Student Personnel Worker as Teacher: Fostering Moral Devlopment in College Women.
ED 160 930

Roemer, Robert E.
The Effects of a Dual Labor Market in Higher Education. AIR Forum Paper 1978.
ED 161 352

Rogers, Bruce G.
Effects of Type of Instructions on the Characteristics of an Affective Instrument.
ED 161 941

Romney, Leonard C.
Faculty Productivity: Behavioral Considerations. AIR Forum Paper 1978.
ED 161 359

Rook, Karen
Dual-Career Relationships: The College Couple Perspective.
ED 160 939

Roos, Patricia A.
Sexual Stratification in the Workplace: Male-Female Differences in Economic Returns to Occupation.
ED 160 826

Rose, Clare
Responsiveness vs. Resources: The Implementation and Impact of Affirmative Action Programs for Women Scientists in Postsecondary Education. AIR Forum Paper 1978.
ED 161 389

Rosmann, Michael R.
Undergraduate Internships for Social Science Majors: Development and Longitudinal Evaluation of a Model Program.
ED 161 812

Ross, Lee D.
The Dilution of Stereotypes: When Non-Information'' is Informative.
ED 160 962

Ross, R. Michael
Fiscal Year 1978 State Funding Claims Processed and Paid by the Illinois Community College Board.
ED 161 507

Roth, Dennis M.
Should the Federal Government Implement a Program Which Guarantees Employment Opportunities for All U.S. Citizens in the Labor Force? Inter-Collegiate Debate Topic, 1978-1979, Pursuant to Public Law 88-246.
ED 160 900

Rozansky, Phyllis A
Family Resource Center. Final Report.
ED 161 205

Rubin, Josephine
Women and Peace And Vienna Conference: Women and Disarmament And Women, Power and Alternative Futures, Part I: Women and World Order And Women, Power and Alternative Futures, Part II: Women and Power. The Whole Earth Papers. Vol. 1, No. 6-8, Spring, 1978.
ED 161 798

Rubin, Louis, Ed.
The In-Service Education of Teachers. Trends, Processes, and Prescriptions.
ED 161 833//

Rust, Harry K.
Demonstration and Research Pest Control: A Training Program for the Certification of Pesticide Applicators, Manual No. 10.
ED 161 762

Rutherford, Robert B., Ed.
Severe Behavior Disorders of Children and Youth. Monograph in Behavioral Disorders.
ED 161 200

Ryan, Patricia
Foster Parent Training Project: Course Outlines. (Revised Edition).
ED 161 515

Sachar, Jane
Estimating Total-test Scores from Partial Scores in a Matrix Sampling Design.
ED 161 896

Relating Performance in Basic Electricity and Electronics and A'' Schools.
ED 160 872

Sacks, Renee K.
Aspects of Communicative Competence: The Effect of Situation upon the Oral Language of Adults with Different Reading and Writing Proficiencies.
ED 161 023

Salley, Charles D.
Predicting Next Year's Resources Short-Term Enrollment Forecasting for Accurate Budget Planning. AIR Forum Paper 1978.
ED 161 383

Salmanzadeh, Cyrus
Rural Cultural Houses (A New Approach to Rural Youth Work in Iran).
ED 161 565

Samter, Eugene C.
Use of Income as a Measure of Local Fiscal Ability in the State School Aid Formula. Occasional Paper #10.
ED 161 159

Sanday, Peggy R.
Simultaneous Equations Models of the Educational Process for U.S. Minority Students: An Analysis of the EEOS and NLS of 1972 Data. Final Report.
ED 161 981

Sanner, Richard L.
Chi Square or K-S? That is the Question.
ED 161 900

Santiago, Isaura Santiago
A Community's Struggle for Equal Educational Opportunity: Aspira v. Bd. of Ed. OME Monograph Number Two.
ED 162 034

Saterfiel, Thomas Horne
Institutional Research as a Service Function of Higher Education: A Consortium Arrangement with Public School Districts. AIR Forum Paper 1978.
ED 161 370

Sayers, Susan
Effective Groups: Guidelines for Participants. Keys to Community Involvement Series: 9.
ED 161 125

Personal & Professional Development: An Individualized Approach. Keys to Community Involvement Series: 5.
ED 161 121

Problem Solving. A Five-Step Model. Keys to Community Involvement Series: 3.
ED 161 119

Scebold, C. Edward
The Future of Professional Associations. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5.
ED 161 254//

Schacher, Susan
Hypatia's Sisters: Biographies of Women Scientists - Past and Present.
ED 161 729

Schank, Roger C.
Sam A Story Understander. Research Report No. 43.
ED 161 024

Scheidt, Omar H.
Institutional Responses to Forced Budget Reductions.
ED 161 478

Washington State System of Community Colleges.
ED 161 479

Schenck-Hamlin, William J.
Exercises in Persuasion.
ED 161 098

Scheresky, Ruth F.
Elementary School Children's Views of Occupational Roles. Volume III, Issue III.
ED 160 813

Schlenker, Richard M.
The Current State of Secondary School Marine Science Education in the United States.
ED 161 746

Education and the World Ocean: A Partial Bibliography for Marine Educators.
ED 161 674

Schnitz, James E.
The Effects of a Dual Labor Market in Higher Education. AIR Forum Paper 1978.
ED 161 352

Schrader, Marvin
Articulation of Bookkeeping/Accounting Competencies between Secondary and Postsecondary Levels in the Lakeshore VTAE District. Final Report.
ED 160 749

Schurr, Terry
The ISTA/RCPSS Professional Education Inservice Needs Assessment.
ED 161 828

Schwarzbach, Donna
White Flight, Demographic Transition, and the Future of School Desegregation.
ED 162 000

Schweer, Jean E.
Present Status and Future Directions of University-Based Continuing Education in Nursing.
ED 160 824

Sciara, Frank
The ISTA/RCPSS Professional Education Inservice Needs Assessment.
ED 161 828

Scofield, Sandra, Ed.
K-12 Course Goals in Language Arts. Second Edition.
ED 161 025//

Scott, G. F.
Strategies for Production and Dissemination of CAI.
ED 161 417

Searles, John E.
Computer Based Education for Developing Educational Systems.
ED 161 416

Seeley, Leonard C.
Development of the Armed Services Vocational Aptitude Battery (ASVAB) Forms 2 and 3. Technical Paper 289.
ED 161 913

Seibert, Warren F.
National Project III, Elevating the Importance of Teaching. Fund Associate's Final Report.
ED 161 312

Seide, Marilyn
Violent Youth: Who Are They, Where Do They Belong?
ED 160 958

Seif, Elliott
A Study of Individualized, Personalized Teaching.
ED 161 864

Seifer, Nancy
Where Feminism and Ethnicity Intersect: The Impact of Parallel Movements. Working Paper Series Number 16.
ED 161 973//

Senderowitz, Judith
Community Survey on the Status of Women. 2nd Edition.
ED 160 739

Severance, Melvin J., III
New Hampshire High School Career Education Model. Final Evaluation Report.
ED 160 782

Shane, Harold G.
Foreign Language Study for a World in Transition. The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9.
ED 161 256//

Shapiro, Carol
Home Environment, Self-Concept and Urban Student Achievement: A Bibliography and Review of Research. NJ Urban Education Research Reports No. 5.
ED 161 972

Shark, Alan R.
Research Project on Students and Collective Bargaining. Final Report, Year One.
ED 161 313

Sheldon, M. Stephen
Pierce College Longitudinal Study: First Year Report.
ED 161 482

Sheppard, N. Alan
Teaching Tips on Cultural Differences in Vocational Education. A Guidebook of Selected Activities for Teaching Students Who Are Ethnically and/or Culturally Different.
ED 160 767

Sherrill, Claudine
Motor Creativity of Preschool Children on the London Trestle Tree Apparatus.
ED 161 851

Shiffler, Nancy L.
FEHR-Practicum: A Computer-Simulation Approach to Teaching Research and Evaluation Methods.
ED 161 935

Shirley, Robert C.
Strategic Decision Making in Colleges and Universities. AIR Forum Paper 1978.
ED 161 395

Sienkiewicz, Linda
Phonological Evidence for Coordinate and Compound Bilingualism. Papers in Linguistics, 1974-1977: A Collection of M.A. Papers from Students in the Linguistics Department of Northeastern Illinois University.
ED 161 291

Silcott, T. George
Building Black-Controlled Family Agencies: Benefits and Impediments.
ED 162 016

Silver, Jane H.
A Model for a Human Potential Seminar in a Small, Private Junior College.
ED 161 503

Silvernail, David L.
Foreign Language Study for a World in Transition. The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9.
ED 161 256//

Simmons, Jeannette, Ed.
Making Health Education Work.
ED 161 841//

Sims, Janet, Comp.
The Black Family in the United States: A Selected Bibliography of Annotated Books, Articles, and Dissertations on Black Families in America.
ED 162 031//

Sinclair, Ron
The Effect of a Strike on Organizational Climate and Leadership: A Study of a Middle School.
ED 161 140

Sipple, Jo-Ann M.
Error Analysis: How to Translate It into Positive Teaching.
ED 161 044

Skakun, Ernest N.
An Examination of Sampling Characteristics of Some Analytic Factor Transformation Techniques.
ED 161 891

Skubal, Jacqueline
Using Comparative Data in the Development of an Investment Needs Model For the State of Michigan. AIR Forum Paper 1978.
ED 161 403

Slobodzian, Kurt A.
The Effects of Locus of Control and Method of Presentation on Pre-Service Teacher's Achievement.
ED 161 769

Smith, Eileen J.
Guidelines for the Formation and Maintenance of a Consortium: A Resource Manual for Administrators.
ED 161 976

Smith, Gary R.
Estimating the Number of Newly Certified Teachers Who Do Not Enter Teaching in Michigan Public Schools.
ED 161 838

Smith, Lawrence L.
Time-Saving Tables for Computing the Spache Revised Readability Formula.
ED 160 983

Smith, Nick L.
Sources of Values Influencing Educational Evaluation. Research, Evaluation, Development Paper Series No. 7.
ED 161 889

Smith, Sally L.
No Easy Answers: The Learning Disabled Child.
ED 161 182

Smith, Walter S.
Five Approaches to Increasing Participation of Talented Women in Science Careers. Paper Presented at the Annual Meeting of the National Science Teachers Association (Washington, D.C., April 1978).
ED 161 690

Snyder, Lynn S.
The Early Presuppositions and Performatives of Normal and Language Disabled Children. Papers and Reports on Child Language Development, No. 12.
ED 161 301

Snyder, Lynne
A Comparison of the College's Mail and On-Site Registration Totals for Fall 1978 with Fall 1977.
ED 161 500

Sole, Kenneth
School Self-Renewal Assessment Summary Report.
ED 161 988

Sommer, Cy
Safety Standards Plan for Middlesex County Vocational & Technical High Schools.
ED 160 866

Sorensen, Aage B.
Labor Market Structures and Job Mobility. Discussion Paper No. 505-78.
ED 162 047

Sorlie, William E.
Evaluation of a Three Year Health Sciences PLATO IV Computer-Based Education Project.
ED 161 424

Sowell, Thomas, Ed.
American Ethnic Groups.
ED 162 032//

Spangler, Richard
Mathematics: K-14. A Learning Center Approach at Tacoma Community College.
ED 161 509

Spaulding, Robert L.
Adapting Teaching Styles to Learning Styles.
ED 161 870

Speidel, Gisela E.
Production Deficiency of Labeling Skills in a Prereading Letter Discrimination Task. Technical Report No. 37.
ED 161 020

Sperlich, Peter W.
An Evaluation of the Emergency School Aid Act Nonprofit Organization: Vol. II, A Description of Local Program Operations.
ED 161 998

Spillane, Robert R.
Management by Objectives in the Schools.
ED 161 842

Spiro, Louis M.
The Uses of Student Market Segmentation Techniques in College Recruitment. AIR Forum Paper 1978.
ED 161 402

St. John, Nancy H.
School Desegregation: Outcomes for Children. Findings in Search of a Theory.
ED 161 975

St. Pierre, Richard W.
Death Education: An Overview.
ED 161 867

Staff, Bruce S.
Personality Characteristics, Interpersonal Values and Leadership Attitudes of Mid-Level Managers. Final Report.
ED 160 896

Stahl, Albert F.
School Health Curriculum Project for Southeastern Michigan. Evaluation Report: School Implementation of Program.
ED 161 901

Stalker, James C.
Reader Expectations and the Poetic Line.
ED 161 054

Stallsmith, Douglas D.
Guidelines for Planning Industrial Education Facilities and Equipment.
ED 160 807

Stambul, Harriet Braiker
Stages of Courtship: The Development of Premarital Relationships.
ED 160 964

Stankovich, Mary Jo
Enrollment Projections with Statistical Base and Methods 1976.
ED 161 499

The Statistical Predictability of the Academic Performance of Registered Nursing Students at Macomb. Project No. 0141-77.
ED 161 501

Starks, Gretchen
Survival Skills for Competency in High School and College.
ED 160 986

Stein, Ronald H.
Impact of Federal Intervention on Higher Education. AIR Forum Paper 1978.
ED 161 364

Stephens, Beth
Cognitive Remediation of Blind Students. Final Report.
ED 161 233

Stephens, David T.
Geographers as Planners: What Skills Does the Job Require.
ED 161 806

Stephenson, Lee
Energy Manual for Parks: A Handbook for Interpreters and Naturalists.
ED 161 673

Sternberg, Robert J.
Psychometrics, Mathematical Psychology, and Cognition: Confessions of a Closet Psychometrician. Technical Report No. 10.
ED 161 958

Understanding and Appreciating Metaphors. Technical Report No. 11.
ED 160 979

Stevenson, Dwight W.
Problem Definition for Problem Solvers: Applying Rhetorical Theory in Teaching Technical Writing.
ED 161 035

Stevenson, Rosemary M., Comp.
Third World Students and Counseling: A Selected Bibliography.
ED 160 938

Stewart, Ida Santos
The Identification of Texas Anglo, Black and Chicano Child Rearing and Child Care Practices in Relation to Child Care Career Competencies.
ED 161 574

Stoller, Jane E.
Predicting Teacher NTE Scores in Mathematics. Research Paper No. 15.
ED 161 682

Stone, J. Fulton
Georgia's State Plan for Staff Development.
ED 161 852

Stone, Norma K.
The Identification of Texas Anglo, Black and Chicano Child Rearing and Child Care Practices in Relation to Child Care Career Competencies.
ED 161 574

Stonner, David M.
Style and Strategy in the Performance of the Adult Version of the Matching Familiar Figures Test.
ED 160 913

Stotsky, Sandra
Toward Reassessment of the Principles Underlying Choice of Vocabulary and Reading Selections in Developmental Reading Programs for the Elementary School.
ED 160 989

Straub, Cynthia A.
The Student Personnel Worker as Teacher: Fostering Moral Devlopment in College Women.
ED 160 930

Straub, Vicki W.
Comprehensive Career Guidance. Career Guidance Curriculum. Staff Development K-6.
ED 160 844

Comprehensive Career Guidance. Classroom Meetings. Staff Development K-6.
ED 160 847

Comprehensive Career Guidance. Developing Self Worth. Staff Development K-6.
ED 160 848

Comprehensive Career Guidance. Improving Classroom Behavior. Staff Development K-6.
ED 160 845

Comprehensive Career Guidance. Parent Education and Consultation. Staff Development K-6.
ED 160 846

Comprehensive Career Guidance. Responsible Assertiveness Training. Staff Development K-6.
ED 160 849

Strong, Paula Sabatino
Nurturing Academic Talent in Early Childhood: Science.
ED 161 530

Nurturing Creative Talent in Early Childhood.
ED 161 531

Nurturing Leadership Talent in Early Childhood.
ED 161 532

Sturges, Jack
How to Make the Most Out of Course Evaluation Forms.
ED 161 320

Sullivan, Terry W.
The Education Industry in Puerto Rico. An Economic Report.
ED 161 157

Summers, Edward G., Ed.
20 Year Collective Index to the ``Journal of Reading'' (1957-1977).
ED 161 014

Suppes, Patrick
Estimating Total-test Scores from Partial Scores in a Matrix Sampling Design.
ED 161 896

Sutherland, Mary S.
The Changing Health Knowledges of College Students.
ED 161 843

Sutton, L. Paul
Compensating Victims of Violent Crime: Potential Costs and Coverage of a National Program.
ED 160 972

Swan, Malcolm, Comp.
Research in Outdoor Education: Summaries of Doctoral Studies, January, 1978.
ED 161 608

Swanson, Austin D.
A New Public School Compromise for the Twenty-first Century: New Mechanisms for Formulating Educational Policy.
ED 161 814

Swanson, Maria Medina
Bilingual Education: The National Perspective. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5.
ED 161 246//

Tafoya, Dennis W.
Robeson County Compensatory Indian Education Project. Project Evaluation and Final Report.
ED 161 605

Takanishi, Ruby
Evaluation of Early Childhood Programs: Toward a Developmental Perspective.
ED 161 512

Tamarkin, Toby
Career Education. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5.
ED 161 248//

Tatham, Elaine
Community College Enrollment: Trends and Implications. AIR Forum Paper 1978.
ED 161 342

Tatham, Elaine L.
A Five-Year Perspective on Job Placement for JCCC Career Students (Classes of 1973-1977).
ED 161 508

Tatsuoka, Kikumi
Approaches to Validation of Criterion-Referenced Tests and Computer-Based Instruction in a Military Prdject.
ED 161 434

Taylor, J. Rodney
To Search or Not to Search!
ED 160 936

Taylor, Mary Agnes
Apples, Bloom, and Creativity: The ABC's of Reading Alphabet Books.
ED 160 991

Teachman, Goody
The Role of Formative Research in Evaluating Specific Curriculum-Based Television Programs at the Primary Level.
ED 161 448

Teicher, Barry
Profiles of Successful Innovating Secondary Schools: Associated Network of IGE Middle, Junior, and Senior High Schools and Other Schools with Innovative Programs, 1978. Working Paper No. 231.
ED 161 156

Tennov, Dorothy
Managing Children's Behavior for Any and Everyone Faced with the Task: A Training Manual for Behavior Assistants and Mediators.
ED 161 551

Teper, Shirley
Ethnicity, Race and Human Development; A Report on the State of Our Knowledge.
ED 161 964//

Tepper, Sheri S.
The Problem with Puberty....The Problem with Your Body.
ED 161 830//

So You Don't Want to be a Sex Object. Revised Edition.
ED 161 829//

This Is You. Revised Edition.
ED 161 831//

Terenzini, Patrick T.
An Evaluation of Three Basic Designs for Studying Attrition. AIR Forum Paper 1978.
ED 161 358

Terwilliger-Brown, Gloria, Ed.
Status Report on TICCIT 1977-78.
ED 161 468

Tharp, Roland G.
Observation Procedure, Observation Gender, and Behavior Valence as Determinants of Sampling Error in a Behavior Assessment Analogue.
ED 160 918

Theobald, John H.
The Effects of Student Attributes and Teaching Styles on Attitude and Achievement in Secondary School Biology.
ED 161 716

Thomas, Edward, Comp.
A Review of Related Literature Concerning Components of Systems and Studies That Impact on Identification and Selection of EMRs and Slow Learners for Vocational Programs.
ED 160 817

Thomas, Gail E.
Family Status and Standardized Achievement Tests As Contingencies For Black and White College Entry. Report No. 239.
ED 161 952

Thomas, Georgelle
Distress vs. Non-Distress Approach and the Personal Space of Masculine, Feminine, and Androgynous Subjects.
ED 160 934

Thomas, James L.
Activities with Young Adult Periodicals.
ED 161 442

Creative Activities with Children's Periodicals.
ED 161 441

Thomas, M. Angele
Beggers, Builders, Brothers.
ED 161 179

Thompson, Fred
The Cost and Value of Marketing Analysis. AIR Forum Paper 1978.
ED 161 346

Thompson, John L.
Goal Attainment Scaling: A Primary Method of Treatment and Program Evaluation in Project SAIL - A Special Education Dropout Prevention Program.
ED 161 191

Thompson, Patricia
Classroom Use of a Verbal Measure of Information Rate: An Exploratory Study.
ED 161 939

Tibby, Edward
What Really Happened to the Class of '75? A College Experience Survey.
ED 161 316

Tiedeman, Thomas V.
An Energy Conservation Retrofit Process for Existing Public and Institutional Facilities.
ED 161 763

Tipton, Leonard
Community Standards and Their Misperception: A Local Public Opinion Poll on Pornography.
ED 161 090

Toglia, Michael P.
Handbook of Semantic Word Norms.
ED 161 271//

Tollefson, James W.
A Functional Analysis of Defective and Non-Defective Requests in the Speech of Mothers to Children. Papers and Reports on Child Language Development, No. 11.
ED 161 267

Tombari, Martin
How to Write Criterion-Referenced Tests for Spanish-English Bilingual Programs.
ED 161 281

Toombs, William
Planning an Information System for a Small College. AIR Forum Paper 1978.
ED 161 382

Toppe, Christopher
An Evaluation of the Small College Consortium, 1977-78. A Title III Project. Part I: Survey Results.
ED 161 311

Tordella, Stephen J.
Urban and Rural Population Change in Wisconsin Counties, 1960 to 1975. Population Series 70-9.
ED 161 602

Tourangeau, Roger
Understanding and Appreciating Metaphors. Technical Report No. 11.
ED 160 979

Trautman, DeForest L.
Multi-Level Information Systems. AIR Forum Paper 1978.
ED 161 379

Travis, Cheryl
Sex Role Ideology and Socialization Experiences as They Relate to the Motivation for Parenthood.
ED 160 960

Trimble, C. Scott
Kentucky's Declining School Population.
ED 161 152

Trotter, Edgar P.
Precision Communication: Interactive Computer Applications in Data-Based Public Relations Programs.
ED 161 031

True, John F.
The University of Tennessee at Chattanooga Computer Services Plan.
ED 161 431

Trujillo, Roberto G., Comp.
Third World Students and Counseling: A Selected Bibliography.
ED 160 938

Tubbs, Stewart L.
Building a Career-Oriented Communication Curriculum.
ED 161 097

Elements of Self-Disclosure.
ED 161 099

The Misfit between the Speech Communication Field and the Needs of Business and Industry.
ED 161 100

Tudor, Dan, Ed.
Compendium of Selected Data & Characteristics, 1977-78.
ED 161 492

Tuma, Nancy Brandon
Labor Market Structures and Job Mobility. Discussion Paper No. 505-78.
ED 162 047

Tuttle, Frederick B., Jr.
Gifted and Talented Students. What Research Says to the Teacher.
ED 161 222

Twiton, Elizabeth M.
Performance Decrements Following Stress: Learned Helplessness, Passive Uncontrollability, or Distrust?
ED 160 954

Tyler, Nancy B.
Comparing Ways of Altering Parent-Child Interaction.
ED 161 558

Tyler, Ralph W.
The Florida Accountability Program: An Evaluation of Its Educational Soundness and Implementation.
ED 161 954

Usher, Mauricio H.
Instruction First, Writing Later.
ED 161 032

Vago, Robert M.
A Study of English Second Language Phonology. CUNYForum, No. 3.
ED 161 282

Valas, Lee
Some Latent Effects of Current Social Policies on the Elderly.
ED 161 805

Valiant, Sharon
Crossing Cultures Third World Women. A Book of Materials, Activities, and Ideas for the Classroom Teacher.
ED 162 028

People* Working . . . *Especially Women . . . A Book of Materials, Activities, and Ideas for the Classroom Teacher.
ED 162 025

Van Dusen, William D.
The Determination of the Financial Needs of Adult Part-Time Students in Postsecondary Education. Final Report, Volume I.
ED 161 331

Vance, David
What Are Data? Museum Data Bank Research Report Number 1.
ED 161 425

Vaughan, Sandra L.
Children's Monetary Evaluations of Body Parts as a Function of Sex, Grade, and Race.
ED 160 946

Vineyard, Edwin E.
The Invisible Wall: A Report on the Status of the Rural Community College in America.
ED 161 581

Vivolo, Robert L., Comp.
ERIC References on Urban and Minority Education.
ED 162 013

von Raffler-Engel, Walburga
The Use of Gestures in Consecutive Interpretation.
ED 161 273

Voss, Jacqueline R.
Why Do We Need a Control Group? Why Should We Randomize? Some Answers for Evaluative Researchers.
ED 160 924

Wachtman, Edward L.
The Camera As An Evaluation and Research Instrument: Snapshots of a Science Curriculum.
ED 161 925

Evaluation as Story: The Narrative Quality of Educational Evaluation.
ED 161 924

Wagner, Victor
Ecological and Paradoxical Interventions with Couples.
ED 160 951

Waiser, Joni
Mass Media: A Student's Guide to Reference Resources.
ED 161 053

Waite, John
Volunteer Effectiveness in Counseling Chronically Depressed Women Outpatients.
ED 160 903

Walker, Clinton B.
Control Test Items: A Baseline Measure for Evaluating Achievement.
ED 161 923

Walker, Richard F.
Developing a Research-Based Language/Reading Program.
ED 160 974

Wallbrown, Fred H.
Training Teachers for Parent Conferencing: A New Horizon for the School Counselor.
ED 160 950

Wallin, Bruce, Ed.
Taxation: Myths and Realities. A Courses by Newspaper Reader.
ED 161 783//

Walmsley, Sean A.
Adolescents' Understanding of Logical Connectives in a Sentence Memory Task.
ED 161 001

Walz, Garry R.
Audit and Evaluation of the Georgia Comprehensive Career Guidance Project, Grades 7-12. Final Report.
ED 160 874

Searchlight: Relevant Resources in High Interest Areas. Mid-Career Change: An Overview of Counseling Practices and Programs.
ED 160 905

Wanzenried, John
``What to Say'' and ``What Not to Say'' to the Sudden Infant Death Syndrome Parent.
ED 161 111

Ward, Jay A.
The Purpose of the In-Service Program for Graduate Students.
ED 161 056

Ward, William H., Jr.
Evaluation of USMES Implementation Projects. Evaluation Report.
ED 161 915

Ware, Lucile M.
A Sex Education Program in a Therapeutic Pre-School.
ED 161 199

Warren, Donald I.
The Neighborhood Factor in Problem Coping, Help Seeking and Social Support: Research Findings and Suggested Policy Implications.
ED 160 968

Watkins, James
Data Processing Systems for School District Testing Offices. Publication No. 77.41.
ED 161 892

Watson, Karilee Kay
An Analysis of Selected Variables of Organizational Structure and Their Relationship to the Rate of Adoption of School Reorganization in Iowa School Districts from 1956-1962.
ED 161 138

Watts, Charles A.
Final Technical Report of the California Learning Resource Center. September 1, 1974 Through May 31, 1977.
ED 161 232

Weaver, Gail Cohen, Ed.
Creative Writing in the Classroom: An Annotated Bibliography of Selected Resources (K-12).
ED 161 038

Weaver, J. F.
Calculators and Unary Operations: A Position Paper with Instructional Suggestions. Project Paper 77-7.
ED 161 672

A Monadic Module Alias a Unary Unit. Project Paper 77-5.
ED 161 670

Some Monadic/Diadic Combos. Project Paper 77-6.
ED 161 671

Weber, Margaret B.
The Effect of Choice Format on Internal Consistency.
ED 161 940

Webster, Raymond E.
An Individualized Method for Assessing the ``Learning Disabled'' Child.
ED 161 902

Weiler, William C.
Sources of Change in Student Credit Hour Demand in Multi-Unit Colleges and Universities. AIR Forum Paper 1978.
ED 161 392

Weinbaum, Batya
Innovative Opportunities for the Returning Woman.
ED 160 750

Weisbrod, Burton A.
Research on Economic Education: Is It Asking the Right Questions? Discussion Paper No. 510-78.
ED 162 048

Weischadle, David E.
The Carnegie Corporation of New York and American Educational Policy 1945-1970.
ED 161 329

Weiss, Marvin
The Confidence Clinic: A Program for Self-Esteem, Independence, and Career Planning.
ED 161 476

Weiss, Robert H.
Assignments that Succeed: A Case Approach to Composition.
ED 161 060

Weissman, Myrna M.
Depression: A Social or a Mental Health Problem? Implications for the Health of Women.
ED 160 931

Welch, Harvey, Jr.
Leisure Exploration Service, Southern Illinois University, Carbondale, Illinois.
ED 160 928

Welch, Wayne
Adequacy of Teaching Conditions as Perceived by Administrators and Teachers. Research Paper No. 7.
ED 161 678

Welch, Wayne W.
Applying Experimental Designs to Large-Scale Program Evaluation. Research Paper No. 2.
ED 161 676

Evaluation of Implementation Projects Supported by the National Science Foundation. Research Paper No. 17.
ED 161 683

Evaluation of USMES Implementation Projects. Evaluation Report.
ED 161 915

A Long-Term Study of the Stability of Learning Environments. Research Paper No. 24.
ED 161 685

A Strategy for Evaluating the NSF Comprehensive Program for Teacher Education. Research Paper No. 1.
ED 161 675

Wellman, Fred L.
Fiscal Year 1978 State Funding Claims Processed and Paid by the Illinois Community College Board.
ED 161 507

Wendell, Margaret M.
Motivating Linguistic Minorities for Reading through Local Authorship.
ED 160 996

Weston, Elsie M.
Women at Work in Los Angeles County.
ED 161 985

Westrom, M. L.
NATAL-74; First Results.
ED 161 412

Whiddon, Sue
A Competency Chart for Evaluating Student Teachers in Physical Education.
ED 161 836

White, Charles B.
The Social-Psychological Aspects of Aging.
ED 160 908

White, Richard T.
The Effects of Student Attributes and Teaching Styles on Attitude and Achievement in Secondary School Biology.
ED 161 716

White, Robert
An Alternative Pattern of Basic Education: Radio Santa Maria. A Study Prepared for the Unesco Institute for Education in Collaboration with the International Educational Reporting Service. An International Bureau of Education Series: Experiments and Innovations in Education, No. 30.
ED 160 768//

White, Thomas R.
Adult Vocational Education Follow Through. A System for Participant Feedback for Decision Makers. Final Report.
ED 160 865

Whiteford, Emma B.
The Teleconference. A Supervisory Procedure in Educational Clinical Experiences.
ED 160 761

Whitney, D. Charles
The Effects of Media Dependencies on Audience Assessment of Government.
ED 161 028

Wick, James H.
Evaluation of the South Dakota Career Education Project. A Technical Report.
ED 160 784

Wickersham, Beverly Horner
Leisure Exploration Service, Southern Illinois University, Carbondale, Illinois.
ED 160 928

Wicklund,David A.
Perception and Retention in Children's Reading. Final Report.
ED 160 981

Widiger, Thomas A.
Pictorial Sequences As the Basis for Tests of Reasoning.
ED 161 931

Wiedman, Phyllis
Management Development Needs of California Community College Administrators.
ED 161 502

Wilcox, James R.
A Multivariate Investigation of Perceptual Attributions Concerning Gender Appropriateness in Language.
ED 161 095

Wilcoxon, Barbara R.
Psychological Aspects of Female College Athletes.
ED 161 832

Wilde, Pat
Correspondence: A Medium Rediscovered.
ED 161 072

Wilkins, David
Notional Syllabuses: Theory into Practice. L'enseignement de la competence de communication en langues secondes. Actes du colloque de la Commission interuniversitaire suisse de linguistique appliquee. Bulletin CILA (The Teaching of Communicative Competence in Second Languages. Acts of the Colloquium of the Swiss Interuniversity Commission for Applied Linguistics. CILA Bulletin).
ED 161 295

Wilkinson, Leon D.
Data Processing Systems for School District Testing Offices. Publication No. 77.41.
ED 161 892

Will, Edward E.
Parenting Education Through Television: An Evaluation of the Middle Road Traveler Series for Adolescents.
ED 161 436

Williams, Fern
The Wide Range Achievement Test and the Peabody Individual Achievement Test. A Comparative Study.
ED 160 982

Williams, Frederick B.
The Volunteers Speak Again: The Second Annual Survey of Peace Corps Volunteers.
ED 161 709

Williams, Karen A.
Family Oriented Field Experience in Geography.
ED 161 800

Williams, Stephen R.
Bias Resulting from Nonresponse: Methodology and Findings. Revised. Technical Report on NLS Base-Year Estimates.
ED 161 918

Willson, Victor L.
The Effect of Teacher Participation in NSF Institutes Upon Student Achievement. Research Paper No. 10. Revised Edition.
ED 161 680

Evaluation of Implementation Projects Supported by the National Science Foundation. Research Paper No. 17.
ED 161 683

Predicting Teacher NTE Scores in Mathematics. Research Paper No. 15.
ED 161 682

Wilson, Lucy R.
Teaching Test-Taking Strategies.
ED 160 929

Wilson, Thomas C.
The Matrix System: A Practical Basis for Stimulus Selection.
ED 161 429

Winter, Charles A.
Opportunities in Biological Sciences Careers.
ED 161 764//

Winter, Katherine
Final Technical Report of the Pennsylvania Area Learning Resource Center. September 1, 1974 Through May 31, 1977.
ED 161 231

Wircenski, Jerry L.
The Development of a Competency Based Teacher Education Curriculum Model. Final Report.
ED 160 744

Wirt, Frederick M.
The Neo-Conservative Critique of National Educational Policy: A Revision of the Revisionists.
ED 161 132

Wispe, Lauren G.
Positive and Negative Semantic Markers in Psychological Research: Does It Matter if Society Makes Love or War?
ED 161 775

Witkin, Stanley L.
Communication Training for Couples: A Comparative Study.
ED 160 914

Witmer, David R.
Has the Golden Age of Higher Education Come to an Abrupt End? AIR Forum Paper 1978.
ED 161 362

Wolf, Wendy C.
The Earnings of Males and Marital Disruption. Discussion Paper No. 504-78.
ED 162 046

Sex and Authority in the Workplace: The Causes of Sexual Inequality. Discussion Paper No. 506-78.
ED 162 042

Wolfe, Donald M.
Toward Competency Based Learning in Organizational Behavior. Final Report.
ED 161 314

Wolkin, Rachel
Children's Television: An Analysis of Programming and Advertising.
ED 161 050//

Wollman, Neil
Applications of Social Psychology in Police-Community Relations.
ED 160 955

Woodard, Gloria, Ed.
Cultural Conformity in Books for Children: Further Readings in Racism.
ED 161 993//

Woods, Ruth Dial
Robeson County Indian Education Needs Assessment, FY-79.
ED 161 606

Woodson, Linda
The Phaedrus,'' Perelman, and the Groundwork for a Theory of Composition.
ED 161 033

Wright, Jay B.
Adult Individual Criminal Records and the News Media: Inherent Problems for Access and Privacy.
ED 161 043

Wright, Mary J.
Compensatory Education for Preschoolers: A Non-Technical Report on the U.W.O. Preschool Project. Research Bulletin No. 440.
ED 161 555

Wurster, Stanley R.
Ft. McDowell Indian Community Preschool Program.
ED 161 569

Yaukey, Thomas Daniels
Role Playing as an Imaginative Experience for Language Growth.
ED 161 524

Yeager, John L.
Adequacy of Budget Formulas for Balancing Institutional Needs and Resources in Non-Growth Periods. AIR Forum Paper 1978.
ED 161 333

Yoder, Benjamin Arthur
Effect of Previous Agricultural Mechanics Training on Achievement in a Basic Metals and Welding Course at Iowa State University.
ED 160 774

Yoder, Jan M.
The Relative Importance of Four Narrative Factors in the Reading Interests of Male and Female Adolescents in Grades Ten through Twelve.
ED 160 993

Young, Diana Dent
Yadkin Valley Early Childhood Creative Library Project. Final Summary Report.
ED 161 550

Young, Wanda E.
Determination of Educational Policy by Futures Research Methods.
ED 161 139

Zachar, Sy
Space Costing in Colleges and Universities. AIR Forum Paper 1978.
ED 161 393

Zigarmi, Drea
The Effect of a Strike on Organizational Climate and Leadership: A Study of a Middle School.
ED 161 140

Zimiles, Herbert
A Developmental Study of the Retention of Narrative Material. Final Report.
ED 160 978

Zuckernick, Arlene
The Role of Formative Research in Evaluating Specific Curriculum-Based Television Programs at the Primary Level.
ED 161 448

Zuker, R. Fred
College Without Fear: Preparing Students for the Predictable Crises of Post-Secondary Experience.
ED 160 957

Zweng, Marilyn J.
The Effects of Inductive-Deductive Teaching Methods and Field-Dependence-Independence Cognitive Style Upon Student Achievement in Mathematics.
ED 161 700

Abt Associates, Inc. Cambridge, Mass.
National Home Start Evaluation: Field Procedures Manual.
ED 161 544
National Home Start Evaluation. Interim Report V: Case Studies.
ED 161 543

Academic Senate for California Community Colleges, Sacramento.
The Role of Academic Senates in California Community Colleges: A Position Paper.
ED 161 481

Adelaide Univ. (Australia).
Resources for Schools: Multicultural Education.
ED 161 445

Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Selected Empirical Research and Policy Analysis on Child Care and Parent Education: Principles for Public Policy.
ED 161 559
The Status of Handicapped Children in Head Start Programs. Fifth Annual Report of the U.S. Department of Health, Education, and Welfare to the Congress of the U.S. on Services Provided to Handicapped Children in Project Head Start.
ED 161 181
What Head Start Means to Families.
ED 161 525
Your Legal Rights and Responsibilities: A Guide for Public School Students.
ED 162 040

Advanced Research Projects Agency (DOD), Washington, D.C.
Approaches to Validation of Criterion-Referenced Tests and Computer-Based Instruction in a Military Prdject.
ED 161 434
Sam A Story Understander. Research Report No. 43.
ED 161 024
Study Skills and Learning Strategies. Technical Report No. 104.
ED 161 000

Agence Tunisienne de Public Relations, Tunis (Tunisia).
Selected Bibliography of Educational Materials: Maghreb, Algeria, Libya, Morocco, Tunisia. Vol. 10, No. 3, 1976.
ED 161 802
Selected Bibliography of Educational Materials: Maghreb, Algeria, Libya, Morocco, Tunisia. Vol. 10, No. 4, 1976.
ED 161 803

Alabama State Dept. of Education, Montgomery. Div. of Vocational Education.
Alabama Vocational Management Information System. Final Report.
ED 160 888

Alabama State Dept. of Mental Health, Montgomery.
Visual Symbol Communication Instruction, Part I: Receptive Instruction. Experimental Edition.
ED 161 212

Alabama Univ., University. Center for Developmental and Learning Disorders.
Visual Symbol Communication Instruction, Part I: Receptive Instruction. Experimental Edition.
ED 161 212

Alaska State Dept. of Education, Juneau.
Vocational and Special Education. Program Review. A Study Conducted on Behalf of the State of Alaska Department of Education Dr. Marshall Lind, Commissioner.
ED 160 735

Alaska State Dept. of Health and Social Services, Juneau. Div. of Mental Health and Developmental Disabilities.
Alaska's Youth: Needs Assessment and Resource Inventory.
ED 161 195

Alberta Univ., Edmonton. Div. of Educational Research.
The Development of a Class of Oblique Factor Solutions.
ED 161 890
An Examination of Sampling Characteristics of Some Analytic Factor Transformation Techniques.
ED 161 891

Allied Chemical Corp., New York, N.Y.
Assessment and Priority-Development for Environmental Education Resources on Jamesville Quarry, Allied Chemical Corporation. Final Report.
ED 161 747

American Alliance for Health, Physical Education, and Recreation, Washington, D.C.
State of Iowa Plan for Physical Education for Handicapped Students. Discussion Copy.
ED 161 237

American Association of Colleges for Teacher Education, Washington, D.C.
Faculty Development for Inservice Education in the Schools.
ED 161 876

American Association of Community and Junior Colleges, Washington, D.C.
The Invisible Wall: A Report on the Status of the Rural Community College in America.
ED 161 581

American Association of School Administrators, Washington, D.C.
P.L. 94-142 Not Just a Law - A Darn Good Idea'' A Resource Packet for Use in the Conference: Advancing the Handicapped and School Administration.
ED 161 188

American Coll. Testing Program, Iowa City, Iowa.
Women in Science and Technology: Careers for Today and Tomorrow.
ED 161 710

American Committee for Cape Verde, Inc., Boston, Mass.
Cape Verdeans in America: Our Story.
ED 161 773

American Council of Learned Societies, New York, N.Y.
Children Are the Revolution: Day Care in Cuba.
ED 161 560//

American Council on the Teaching of Foreign Languages, New York, N.Y.
ACTFL Annual Bibliography of Books and Articles on Pedagogy in Foreign Languages for the Years 1975 and 1976.
ED 161 302
Assessing Attitudinal Outcomes. The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9.
ED 161 265//
Bilingual Education: The National Perspective. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5.
ED 161 246//
Career Education. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5.
ED 161 248//
Communication and Beyond. The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9.
ED 161 258//
Empathy for a Second Culture: Motivations and Techniques. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5.
ED 161 251//
Foreign Language Study for a World in Transition. The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9.
ED 161 256//
The Future of Professional Associations. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5.
ED 161 254//
Individualization and Personalization. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5.
ED 161 250//
Interdisciplinary Studies. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5.
ED 161 247//
The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9.
ED 161 255
The   L'' Connection: The Interdependence of Second Language Programs. The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9.
ED 161 263//
Literary Studies in a Broader Context. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5.
ED 161 249//
Making Crosscultural Connections. The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9.
ED 161 261//
Many Learners, Many Goals, Many Curricula. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5.
ED 161 245//
New Curricular Connections. The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9.
ED 161 259//
Options for the Teaching of Foreign Languages, Literatures, and Cultures.
ED 161 276
Our Language Heritage: A Historical Perspective. The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9.
ED 161 257//
Quality and Relevance in Teacher Education. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5.
ED 161 253//
The Realities Facing the Profession. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5.
ED 161 244//
Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5.
ED 161 243
Responding to Today's Issues. The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9.
ED 161 260//
Teacher Education for a Changing World. The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9.
ED 161 262//
Testing: A Vital Connection. The Language Connection: From the Classroom to the World. ACTFL Foreign Language Education Series, Vol. 9.
ED 161 264//
Theoretical Foundations in Linguistics and Related Fields. Responding to New Realities. ACTFL Review of Foreign Language Education, Vol. 5.
ED 161 252//

American Institutes for Research in the Behavioral Sciences, Washington, D.C.
The National Manpower Survey of the Criminal Justice System. Volume One: Summary Report.
ED 160 862

American Jewish Committee, New York, N.Y. Inst. on Pluralism and Group Identity.
Ethnicity, Race and Human Development: A Report on the State of Our Knowledge.
ED 161 964//
The Ethno-Cultural Factor in Mental Health: A Literature Review and Bibliography.
ED 161 963//
Where Feminism and Ethnicity Intersect: The Impact of Parallel Movements. Working Paper Series Number 16.
ED 161 973//

American Lung Association of Southeastern Michigan.
School Health Curriculum Project for Southeastern Michigan. Evaluation Report: School Implementation of Program.
ED 161 901

American Nepal Education Foundation, Oceanside, Oreg.
Climate for Learning: A Symposium. Creating a Climate for Learning, and the Humanizing Process. The Principal and School Discipline. Curriculum Bulletin Vol. XXXII, No. 341.
ED 161 142

American Public Health Association, Washington, D.C.
Making Health Education Work.
ED 161 841//

American Society for Information Science, Washington, D.C.
The Value of Information: Collection of Papers Presented at 6th Mid-Year Meeting of the American Society for Information Science.
ED 161 455

Appalachia Educational Lab., Charleston, W. Va.
Home Visitor's Notebook
ED 161 521//
Home Visitor's Resource Materials.
ED 161 523//
Parent's Notebook.
ED 161 522//

Applied Management Sciences, Inc., Silver Spring, Md.
A Study of Library Cooperatives, Networks and Demonstration Projects. Final Report. Volume I: Findings and Recommendations.
ED 161 405
A Study of Library Cooperatives, Networks and Demonstration Projects. Final Report. Volume II: Case Study Reports: Twelve Projects Supported by the HEA II-B Library Research and Demonstration Program and LSCA III Multitype Library Cooperation and Networking in Ten States.
ED 161 406

Arizona State Dept. of Education, Phoenix. Div. of Career and Vocational Education.
A Model for Developing and Operating an Adult Career Guidance Center.
ED 160 917

Arizona State Univ., Tempe.
A Comparison of Reading Miscues and Writing Miscues.
ED 161 009
Miscue Analysis in Writing.
ED 161 078
Miscue Analysis: The Writing of Three Hispanic American Students in a Class of Twenty Fourth Graders.
ED 161 077
Sentence Combining and Reading.
ED 161 080
A Short History of Sentence Combining: Its Limitations and Use.
ED 161 079
Social Work Practice with American Indians. A Schema for the Identification and Inclusion of American Indian Content Into the Social Work Curriculum.
ED 161 563

Arizona State Univ., Tempe. Bureau of Educational Research and Services.
Severe Behavior Disorders of Children and Youth. Monograph in Behavioral Disorders.
ED 161 200

Arizona Univ., Tucson. Arizona Center for Educational Research and Development.
A Model for Developing and Operating an Adult Career Guidance Center.
ED 160 917

Arkansas State Dept. of Education, Little Rock. Div. of Vocational, Technical and Adult Education.
Work Experience Manual.
ED 160 823

Arkansas Univ., Fayetteville. Dept. of Vocational Education.
Work Experience Manual.
ED 160 823

Arlington County Dept. of Human Resources, Va.
Pro-Child: A Child Abuse and Neglect Program. Final Report.
ED 161 216
Pro-Child: A Child Abuse and Neglect Program. Supplement to the Final Report.
ED 161 217

Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.
Criterion-Referenced Job Proficiency Testing: A Large Scale Application. Research Report 1193.
ED 161 953
Development of the Armed Services Vocational Aptitude Battery (ASVAB) Forms 2 and 3. Technical Paper 289.
ED 161 913

Army Training and Doctrine Command, Fort Monroe, Va.
Criterion-Referenced Job Proficiency Testing: A Large Scale Application. Research Report 1193.
ED 161 953

Association of American Colleges, Washington, D.C. Federal Resources Advisory Service.
A Guide to Federal Funding in the Biological Sciences.
ED 161 693

Association of American Colleges, Washington, D.C. Project on the Status and Education of Women.
On Campus With Women.
ED 162 036
Professional Women's Groups, May 1978.
ED 162 035

Association of California Community Coll. Administrators.
Management Development Needs of California Community College Administrators.
ED 161 502

Association of Universities and Colleges of Canada, Ottawa (Ontario). Information Div. Dept. of External Affairs.
Canadian Universities and Colleges. Amended Version. Reference Papers. No. 106.
ED 161 321

Augustana Coll., Rock Island, Ill.
Race and Sex Effects in the Conformity Behavior of Children. Occasional Paper Number 14.
ED 162 044

Austin Community Coll., Tex.
Texas Student Information System Non-Returning Student Sub-System. A Follow-Up Study.
ED 161 463

Austin Independent School District, Tex. Office of Research and Evaluation.
Review of Research in Parental Involvement in Education, Interim Report: Low SES and Minority Student Achievement Study.
ED 161 980

Australian Council for Educational Research, Hawthorn.
Australian Item Bank Program: Handbook for Mathematics Item Bank.
ED 161 906//
Australian Item Bank Program: Handbook for Science Item Bank.
ED 161 912//
Australian Item Bank Program: Handbook for Social Science Item Bank.
ED 161 908//
Australian Item Bank Program: Mathematics Item Bank. Book 1: Arithmetic, Algebra.
ED 161 904//
Australian Item Bank Program: Mathematics Item Bank. Book 2: Abstract Algebra, Relations and Functions, Analysis, Geometry, Trigonometry, Applied Mathematics, Statistics and Probability.
ED 161 905//
Australian Item Bank Program: Science Item Bank. Book 1: Physics and Astronomy.
ED 161 909//
Australian Item Bank Program: Science Item Bank. Book 2: Earth Sciences and Chemistry.
ED 161 910//
Australian Item Bank Program: Science Item Bank. Book 3: Biology.
ED 161 911//
Australian Item Bank Program: Social Science Item Bank.
ED 161 907//
Parish Primary School Survey, 1976.
ED 161 562//

Australian Schools Commission, Canberra.
Resources for Schools: Multicultural Education.
ED 161 445

Balch Inst., Philadelphia, Pa.
The Balch Institute Study Guide for Immigration History and Ethnic Studies.
ED 161 792

Bank Street Coll. of Education, New York, N.Y. Div. of Research.
A Developmental Study of the Retention of Narrative Material. Final Report.
ED 160 978

Baylor Coll. of Medicine, Houston, Tex.
Parenting Education Through Television: An Evaluation of the Middle Road Traveler Series for Adolescents.
ED 161 436

Bolt, Beranek and Newman, Inc., Cambridge, Mass.
Discourse Functions of Inversion Constructions. Technical Report No. 98.
ED 160 998
Study Skills and Learning Strategies. Technical Report No. 104.
ED 161 000
Vocabulary and Reading Comprehension: Instructional Effects. Technical Report No. 100.
ED 160 999

Boston Women's Health Book Collective, Inc., Mass.
Ourselves and Our Children: A Book By and For Parents.
ED 161 539//

Bristol Public Schools, Conn.
Penetrating School Strata through Career Education. Program Evaluation.
ED 160 778

British Columbia Univ., Vancouver. Center for Continuing Education.
Vocational Training in Latin America: A Comparative Perspective. Monographs on Comparative and Area Studies in Adult Education.
ED 160 898

British Columbia Univ., Vancouver. Faculty of Education.
20 Year Collective Index to the   Journal of Reading'' (1957-1977).
ED 161 014

British Council, London (England). English-Teaching Information Centre.
English Language Teaching Profile: Canada.
ED 161 289
English Language Teaching Profile: France.
ED 161 285
English Language Teaching Profile: Sultanate of Oman.
ED 161 288
English Language Teaching Profile: Sweden.
ED 161 287
English Language Teaching Profile: The Gambia.
ED 161 286

Bucks County Community Coll., Newtown, Pa.
A Report to the Fund for the Improvement of Postsecondary Education on the Regional Continuing Education for Women Program.
ED 160 759

Bucks County Intermediate Unit 22, Doylestown, Pa.
Final Technical Report of the Pennsylvania Area Learning Resource Center. September 1, 1974 Through May 31, 1977.
ED 161 231

Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.
Model for Articulated Counseling Services. Final Report. Research Series No. 49.
ED 160 812

Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Cognitive Remediation of Blind Students. Final Report.
ED 161 233
The Development of a Competency Based Professional Preparation Progam in Physical Education for Work with Handicapped Children. Final Report.
ED 161 871
The Effects of Repeated Treatment on the Maintenance of Social Behavior. Report No. 38.
ED 161 239
An Evaluation of the Hearing and Speech Agency Infant-Parent Program.
ED 161 234
Exceptional Students in Secondary Schools. A Report from the CEC Invisible College on Learning and Behavioral Problems of Handicapped Students in Secondary School Programs.
ED 161 172
Final Report on Hearing and Speech Agency Infant-Parent Project (Program Performance Report for Handicapped Children's Early Education Project). July 1, 1976 Through June 30, 1977.
ED 161 229
Final Technical Report of the California Learning Resource Center. September 1, 1974 Through May 31, 1977.
ED 161 232
Final Technical Report of the Pennsylvania Area Learning Resource Center. September 1, 1974 Through May 31, 1977.
ED 161 231
Final Technical Report of the Pennsylvania Regional Resource Center. June 1, 1974 Through May 31, 1977.
ED 161 230
Habilitation of the Severely and Profoundly Retarded: Volume II. Reports from the Specialized Training Program.
ED 161 171
How to Help Your Child: A Guide for Parents of Multiply Handicapped Children.
ED 161 193
Language Intervention. A Sampling of Selected Programs for Severe, Moderate, and Mild Impairments 1969-1975.
ED 161 184
Minor Physical Anomalies and Language and Behavior of Selected Two-Year Old Children. Final Report.
ED 161 227
Nurturing Academic Talent in Early Childhood: Math.
ED 161 529
Nurturing Academic Talent in Early Childhood: Reading.
ED 161 528
Nurturing Academic Talent in Early Childhood: Science.
ED 161 530
Nurturing Creative Talent in Early Childhood.
ED 161 531
Nurturing Intellectual Talent in Early Childhood.
ED 161 527
Nurturing Leadership Talent in Early Childhood.
ED 161 532
Nurturing Psychomotor Talent in Early Childhood.
ED 161 534
Nurturing Talent in the Visual and Performing Arts in Early Childhood: Art and Music.
ED 161 533
Oral Reading Observation System Observer's Training Manual.
ED 161 019
PEECH OUTREACH (A Program for Early Education of Children with Handicaps) 1977-78 Final Report.
ED 161 204
P.L. 94-142 Not Just a Law - A Darn Good Idea'' A Resource Packet for Use in the Conference: Advancing the Handicapped and School Administration.
ED 161 188
Product Listing. An Annotated Bibliography of Materials Developed by Eastern HCEEP Programs.
ED 161 225
Research, Development and Demonstration Center in Education of Handicapped Children. Final Report.
ED 161 201
The Skill Acquisition Model: Behavioral Rehearsal as a Method for Developing Pro-Social Adaptive Behaviors in Elementary School Children. Final Report 52.3.
ED 161 240
ToyBrary: A Toy Lending Library for Parents and Children.
ED 161 228

Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Personnel Preparation.
Career Education Programming for the Handicapped: Cooperative Personnel Preparation. Final Report.
ED 161 178
High/Scope Foundation - B.E.H. Special Project for the Preparation of Preschool Specialists. Final Report.
ED 161 215

Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Municipal Overburden in New Jersey: An Assessment. New Jersey Urban Education Research Reports No. 2.
ED 161 114
Predicting the Effect of New Jersey's New Educational Funding Law on Local Support for Education. New Jersey Urban Education Research Reports No. 3.
ED 161 115

Bureau of National Affairs, Inc., Washington, D.C.
Special Report: Teachers and Labor Relations, 1976-1977. Government Employee Relations Report Covering Municipal, County, State, and Federal Developments.
ED 161 154

Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Alabama Vocational Management Information System. Final Report.
ED 160 888
An Analysis of Alternatives for the Implementation of Part A, Sec. 111 (2) (A) and (B) Payment to States of Public Law 94-482. Final Report.
ED 160 873
Career Guidance in Georgia. A Program Development Guide.
ED 160 850
Competency Based Curriculum for Agricultural Occupations Programs Phase I Developing an Occupational Matrix and Completing a Job Title Purposive Study. Final Report.
ED 160 820
The Development of a Competency Based Teacher Education Curriculum Model. Final Report.
ED 160 744
Development of a Regional Manpower Information System. Research and Development Project. Final Report.
ED 160 766
The Development of a Series of Recommendations and Procedures Required in Administration of a Centralized Program of Occupational Competency Assessment.
ED 160 754
Evaluation of Funded Projects for Development of Vocational Instructional Materials (Conclusion of Two Year Project). Final Report. Vocational-Technical Education Research Report, Volume 15, Number 12.
ED 160 828
Handbook on the Organization and Administration of a Student Job Placement Service for a Secondary School.
ED 160 810
Identifying Competencies Needed to Train Vocational Teachers to Teach Disadvantaged Students in the Inner Cities of Pennsylvania.
ED 160 818
Personality Characteristics, Interpersonal Values and Leadership Attitudes of Mid-Level Managers. Final Report.
ED 160 896
Selected Attitudes Dealing with Individualized and Traditional Instruction.
ED 160 814
A Study to Determine the Utilization of Shorthand in Pennsylvania Offices.
ED 160 886
Teacher Expectancy Related to Student Performance in Vocational Education.
ED 160 890
Validation of Agricultural Mechanics Curriculum Manual.
ED 160 819
Women in Non-Traditional Vocational Education in Secondary Schools. Final Report.
ED 160 806

Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
Annual Report on State Research Coordinating Unit Activities for the Period October 1, 1976-September 30, 1977. Fiscal Year 1977.
ED 160 771
Eliminating Sexism: Rewriting the Scripts. An Informational Guide to Sex Stereotyping, Sex Bias and Sex Discrimination. Instructor's Manual.
ED 160 753
In Search of a Job: A Simulation Activity in Occupational Decision-Making. Instructor's Manual.
ED 160 756
Needs Assessment Procedure: Mainstreaming Handicapped. Volume I. Final Technical Report.
ED 160 891
Needs Assessment Procedure: Mainstreaming Handicapped. Volume II. A Manual for Vocational Education Administrators. Final Report.
ED 160 892
Sex Stereotyping, Bias, and Discrimination in the World of Work: A Workbook. Instructor's Manual.
ED 160 755
Strategies to Eliminate Sex Stereotyping and Sex Bias: An Administrator's Manual.
ED 160 752
The Testing of Selected Strategies to Eliminate Sex Bias in Vocational Education Programs. Executive Summary.
ED 160 757
The Testing of Selected Strategies to Eliminate Sex Bias in Vocational Education Programs. Final Report. Volume I. Final Technical Report.
ED 160 758

Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.
An Advanced Reader in Chinese Sociology-Anthropology.
ED 161 283//
An Advance Reader in Chinese Art History.
ED 161 284//

Bureau of School Systems (DHEW/OE), Washington, D.C.
Improving the Verbal Cognitive Skills of Disadvantaged Preschool Children Through the Arts. Project Termination Report.
ED 161 536

Bureau of Social Science Research, Inc., Washington, D.C.
The National Manpower Survey of the Criminal Justice System. Volume One: Summary Report.
ED 160 862

Calexico Unified School District, Calif. Bilingual Education Program.
Learning Achievement Packages. Mexican American Studies, English-Spanish.
ED 161 595

Calgary Univ. (Alberta). Office of Institutional Research.
Information Strategies for an Institutional Planning Process. AIR Forum Paper 1978.
ED 161 368

California Association for Health, Physical Education and Recreation, Danville.
Seventh National Conference on Physical Activity for the Exceptional Individual.
ED 161 857

California Employment Development Dept., Los Angeles.
Women at Work in Los Angeles County.
ED 161 985

California Learning Resource Center, Los Angeles.
Final Technical Report of the California Learning Resource Center. September 1, 1974 Through May 31, 1977.
ED 161 232

California State Dept. of Education, Los Angeles.
Seventh National Conference on Physical Activity for the Exceptional Individual.
ED 161 857

California State Dept. of Education, Sacramento.
Computers for Learning: The Uses of Computer-Assisted Instruction (CAI) in California Public Schools.
ED 161 433
The Effectiveness of Teaching Strategies on Performance of Handicapped Pupils.
ED 161 236
Exemplary Programs in Special Education. National Diffusion Network.
ED 161 194
Individual Educational Plans, How Well Do They Work?
ED 161 235

California State Dept. of Education, Sacramento. Office of Program Evaluation and Research.
Profiles of School District Performance 1976-77. A Guide to Interpretation.
ED 161 881
Technical Report of the California Assessment Program.
ED 161 882

California State Dept. of Education, Sacramento. Office of Staff Development.
Collaborating in In-Service Education: A Teacher's Perspective. Occasional Paper Number One.
ED 161 853

California State Office of the Lieutenant Governor, Sacramento.
Third World Population in California. Intern Research Project.
ED 161 982

California State Univ., Hayward. Dept. of Educational Psychology.
Individual Educational Plans, How Well Do They Work?
ED 161 235

California State Univ., Los Angeles. National Dissemination and Assessment Center.
Culturally Responsive Early Childhood Education Programs for Non-English Speaking Children.
ED 161 277
Longitudinal Study, Title VII Bilingual Program Santa Fe Public Schools, Santa Fe, New Mexico
ED 161 275
Some Reflections on the Role of Linguistics in the Preparation of Bilingual/ Cross-Cultural Teachers. Bilingual Education Paper Series, Vol. 1, No. 12.
ED 161 274

California Univ., Berkeley. Dept. of Linguistics.
Report of the Phonology Laboratory, No. 2.
ED 161 294

California Univ. Extension, Los Angeles, Div. of Vocational Education.
An Analysis of Alternatives for the Implementation of Part A, Sec. 111 (2) (A) and (B) Payment to States of Public Law 94-482. Final Report.
ED 160 873

California Univ., Los Angeles. Center for the Study of Evaluation.
Control Test Items: A Baseline Measure for Evaluating Achievement.
ED 161 923

California Univ., San Diego. Univ. Extension.
A Source Book for Taxation: Myths and Realities.
ED 161 782
Taxation: Myths and Realities. A Courses by Newspaper Reader.
ED 161 783//

Canadian Education Association, Toronto (Ontario).
This Is About Attendance Counselling.
ED 161 149//

Canadian Teachers' Federation, Ottawa (Ontario).
Teacher Workload. Bibliographies in Education No. 63.
ED 161 827

Capla Associates, Inc., Rochelle Park, N.J.
A Taxonomy of Technical Assistance Skills.
ED 161 116

Carnegie Corp. of New York, N.Y.
Adoption and Continuation of Family Day Care Support Services.
ED 161 514
Gifted and Talented Children: Update. Program 112.
ED 161 210
How Good Is Your Teacher? Options in Education Transcript: Program No. 134.
ED 161 854
Kids in Mental Institutions. Part II. Program 131.
ED 161 209
Kids in Mental Institutions. Part I. Program 130.
ED 161 208
Learning Disabilities. Part II. Program 114.
ED 161 207
Learning Disabilities. Part I. Program 113.
ED 161 206

On Campus With Women.
ED 162 036

Professional Women's Groups, May 1978.
ED 162 035

Case Western Reserve Univ., Cleveland, Ohio. School of Management.

Toward Competency Based Learning in Organizational Behavior. Final Report.
ED 161 314

Cassel (Frank H.) and Associates, Inc., Chicago, Ill.

Study of Vocational Education Involvement with Apprenticeship Programs in Illinois. Executive Summary.
ED 160 805

Catholic Education Office, Sydney (Australia).

Parish Primary School Survey, 1976.
ED 161 562//

Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo.

The Bee Hive: The Arts in Early Education.
ED 161 518

Central Midwestern Regional Educational Lab., St. Ann, Mo.

School Before Six: A Diagnostic Approach. Volume II (Revised Edition).
ED 161 517

School Before Six: A Diagnostic Approach. Volume I (Revised Edition).
ED 161 516

Central New Jersey Urban Schools Improvement Council.

Guidelines for the Formation and Maintenance of a Consortium: A Resource Manual for Administrators.
ED 161 976

Central North Carolina Regional Library, Burlington.

Information Resources: An Analysis of Community Needs and an Evaluation of Library Services in Chatham and Alamance Counties.
ED 161 438

Centre for Information on Language Teaching, London (England).

Bilingualism and British Education: The Dimensions of Diversity.
ED 161 303

Charles County Community Coll., La Plata, Md.

Development and Exchange of Instructional Resources in Water Quality Control Programs, II: Instructional Materials Available.
ED 161 694//

Development and Exchange of Instructional Resources in Water Quality Control Programs, III: Selecting Audio-Visual Equipment.
ED 161 695//

Development and Exchange of Instructional Resources in Water Quality Control Programs, IV: Selecting Instructional Media and Instructional Systems.
ED 161 696//

Self-Monitoring Procedures: Basic Laboratory Skills, Instructional Package Worksheets.
ED 161 699

Charles F. Kettering Foundation, Dayton, Ohio.

The Urban Impacts of Federal Policies: Vol. 3, Fiscal Conditions.
ED 162 038

Chicago Board of Education, Ill. Dept. of Research and Evaluation.

Management Analysis in the Chicago Public Schools.
ED 161 968

Citizens' Coalition for Children, Inc., New York, N.Y.

Citizen Action Manual: How to Effect Change in the Adoption/Foster Care System.
ED 161 513

City Univ. of New York, N.Y. Bernard Baruch Coll.

Global Concerns for Education.
ED 161 822

City Univ. of New York, N.Y. Center for Advanced Study in Education.

Minimum Competencies: A National Survey.
ED 161 960

City Univ. of New York, N.Y. Graduate School and Univ. Center.

A Study of English Second Language Phonology. CUNYForum, No. 3.
ED 161 282

1973 Career Graduates: A Profile of CUNY Community College Students.
ED 161 470

City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education.

A Planning Program to Develop Career Path Workshops for Women Students.
ED 161 511

City Univ. of New York Research Foundation, N.Y.

Research Project on Students and Collective Bargaining. Final Report, Year One.
ED 161 313

Clackamas Community Coll., Oregon City, Oreg.

The Confidence Clinic: A Program for Self-Esteem, Independence, and Career Planning.
ED 161 476

Clark Coll., Atlanta, Ga.

A Study of the Rowland Scholar Program at Clark College.
ED 161 697

College Entrance Examination Board, Denver, Colo.

What Really Happened to the Class of '75? A College Experience Survey.
ED 161 316

College Placement Services, Inc., Bethlehem, Pa.

A Model Career Counseling and Placement Program.
ED 160 792

Colorado Univ., Denver. Inst. for Equality in Education.

Caves to Condos...Food, Shelter, Clothing. Introduction to Practical Arts, Grades 7 and 8. A Non-Sexist Curriculum Guide.
ED 160 871

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.

Cultural Factors in Learning and Instruction. ERIC/CUE Urban Diversity Series, Number 56.
ED 162 012

ERIC References on Urban and Minority Education.
ED 162 013

Urban Resources as Educators.
ED 162 014

Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.

School Desegregation: Outcomes for Children. Findings in Search of a Theory.
ED 161 975

Columbus Public Schools, Ohio.

Improving the Verbal Cognitive Skills of Disadvantaged Preschool Children Through the Arts. Project Termination Report.
ED 161 536

Commission des Communautes Europeennes (Luxembourg).

Overcoming the Language Barrier. Third European Congress on Information Systems and Networks, Vol. I.
ED 161 280//

Commission Interuniversitaire Suisse de Linguistique Appliquee (Switzerland).

Notional Syllabuses: Theory into Practice. L'enseignement de la competence de communication en langues secondes. Actes du colloque de la Commission interuniversitaire suisse de linguistique appliquee. Bulletin CILA (The Teaching of Communicative Competence in Second Languages. Acts of the Colloquium of the Swiss Interuniversity Commission for Applied Linguistics. CILA Bulletin).
ED 161 295

Commission on Civil Rights, Washington, D.C.

The Quest for Equal Employment Opportunity in Oklahoma State Government. A Report Prepared by the Oklahoma Advisory Committee to the United States Commission on Civil Rights.
ED 162 011

Communication Association of the Pacific, Honolulu, Hawaii.

Thematic Issue: International/Intercultural Communication.
ED 161 103

Community Services Administration (DHEW), Washington, D.C.

Control Test Items: A Baseline Measure for Evaluating Achievement.
ED 161 923

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Oversight Hearing on Facility Construction Needs in Puerto Rico. Hearing Before the Subcommittee on Postsecondary Education of the Committee on Education and Labor, House of Representatives, Ninety-Fifth Congress, Second Session.
ED 161 325

Part 22: Biomedical Enrichment Programs for Disadvantaged Secondary Students. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Fifth Congress, Second Session on H.R. 10736.
ED 161 999

Congress of the U.S., Washington, D.C. Senate Committee on Governmental Affairs.

Department of Education Organization Act of 1978. Report of the Committee on Governmental Affairs, United States Senate, to Accompany S.991 to Establish a Department of Education and for Other Purposes, Together with Additional Views.
ED 161 150

Connecticut State Dept. of Education, Hartford.

Coordinated Use of Mass Media for the Development and Delivery of Career Education. Final Report. And A Study of Awareness of and Interest in the Career Education Program in the New Haven Area.
ED 160 794

Connecticut Univ., Storrs. Dept. of Psychology.

Perception and Retention in Children's Reading. Final Report.
ED 160 981

Conservation Foundation, Washington, D.C.

Paying for Pollution: Water Quality and Effluent Charges. Proceedings from a Conference (Chicago, Illinois, May 19, 1977).
ED 161 703

Cooperative State Research Service (DOA), Washington, D.C.

Impact of Governmental Transfer Payments on Human Resource Development A Bibliography. SRDC Bibliography Series No. 8.
ED 161 570

Corporation for Public Broadcasting, New York, N.Y.

Gifted and Talented Children: Update. Program 112.
ED 161 210

How Good Is Your Teacher? Options in Education Transcript: Program No. 134.
ED 161 854

Kids in Mental Institutions. Part II. Program 131.
ED 161 209

Kids in Mental Institutions. Part I. Program 130.
ED 161 208

Learning Disabilities. Part II. Program 114.
ED 161 207

Learning Disabilities. Part I. Program 113.
ED 161 206

Corporation for Public Broadcasting, Washington, D.C.

An Evaluation of Ascertainment Data Collection Methods Appropriate to Rural Areas. Final Report.
ED 161 410

Corporation for Public Broadcasting, Washington, D.C. Office of Communication Research.

Method Dependent Opinion Leadership: Implications for Ascertainment of Black Community Needs for Public Television Stations.
ED 161 409

Cortland-Madison Board of Cooperative Educational Services, Cortland, N.Y.

Winter Outdoor Education Activities: Snowshoes and Exploring the Winter Environment.
ED 161 579

Council for Exceptional Children, Reston, Va.

Beggers, Builders, Brothers.
ED 161 179

Educational Planning for the Gifted. Overcoming Cultural, Geographic and Socioeconomic Barriers
ED 161 173

Exceptional Students in Secondary Schools. A Report from the CEC Invisible College on Learning and Behavioral Problems of Handicapped Students in Secondary School Programs.
ED 161 172

Council of Europe, Strasbourg (France).

Research Perspectives on the Transition from School to Work. Report of a European Contact Workshop Organised by the Institute of Education (ECF) under the Auspices of the Council of Europe with the Participation of the Commission of the European Communities, Brugge, July 1977.
ED 160 760//

Curriculum and Evaluation Consultants, Merchantville, N.J.

An Evaluation of the Hearing and Speech Agency Infant-Parent Program.
ED 161 234

Dakota State Coll., Madison, S. Dak.

South Dakota Career Education Project: A Sequential Demonstration Model in Career Education Coordinating the Efforts of State Agencies to Effect an Inservice and Curriculum Development Program in Selected School Systems. Final Performance Report.
ED 160 783

Darien Public Schools, Conn.

Curriculum Guide for Junior High School English (Grades 7, 8, and 9). Revised Draft.
ED 161 076

De Anza Coll., Cupertino, Calif.

A Comparative Student Profile Study: Sunnyvale Center De Anza College Fall 1977 and 1978.
ED 161 472

Delaware County Community Coll., Media, Pa.

A Report to the Fund for the Improvement of Postsecondary Education on the Regional Continuing Education for Women Program.
ED 160 759

Department of California Highway Patrol, Sacramento, Calif.

Women Traffic Officer Project. Final Report.
ED 160 825

Department of Health, Education, and Welfare, Washington, D.C.

Cued Speech and Total Communication.
ED 161 187

People" Working . . . "Especially Women . . . A Book of Materials, Activities, and Ideas for the Classroom Teacher.
ED 162 025

Science Teaching in the Elementary Schools: A Survey of Practices. Circular Number 749.
ED 161 702

The Urban Impacts of Federal Policies: Vol. 3, Fiscal Conditions.
ED 162 038

Department of Health, Education, and Welfare, Washington, D.C. Project Share.

Journal of Human Services Abstracts. Volume 3, Number 3.
ED 160 770

Stimulating Human Services Reform. Human Services Monograph Series, Number 8, June 1978.
ED 161 804

Department of Labor, Washington, D.C.

A Charter for Improved Rural Youth Transition.
ED 161 568

The Filipinos in Mountain View, California: A Census Type, Socioeconomic Survey.
ED 161 995

Department of National Health and Welfare, Ottawa (Ontario).

Compensatory Education for Preschoolers: A Non-Technical Report on the U.W.O. Preschool Project. Research Bulletin No. 440.
ED 161 555

Department of State, Washington, D.C.

World Population: The Silent Explosion. Department of State Bulletin, Fall 1978.
ED 161 760

Department of the Interior, Washington, D.C. Heritage Conservation and Recreation Service.

Environmental Education and Outdoor Recreation. 1978 Nationwide Outdoor Recreation Plan. Task Force Report.
ED 161 698

Dependents Schools (DOD), Washington, D.C. European Area.

Hinterbrand Lodge Outdoor Education Center. Program Information.
ED 161 578

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.

How to Write Criterion-Referenced Tests for Spanish-English Bilingual Programs.
ED 161 281

Intermediate SCDC Spanish Curricula Units. Language Arts. Unit 1, Kits 1-4, Supplement & Ditto Packet.
ED 161 597

Intermediate SCDC Spanish Curricula Units. Language Arts. Unit 1, Kits 1-4, Teacher's Guide.
ED 161 596

Learning Achievement Packages. Mexican American Studies. English-Spanish.
ED 161 595

SCDC Spanish Curricula Units. Fine Arts Strand, Unit 3, Grade One, Teacher's Guide Multi-Ethnic Edition.
ED 161 586

SCDC Spanish Curricula Units. Fine Arts Strand, Unit 6, Grade 2, Supplement & Ditto Packet.
ED 161 638

SCDC Spanish Curricula Units. Fine Arts Strand, Unit 6, Grade 2, Teacher's Guide Multi-Ethnic Edition.
ED 161 637

SCDC Spanish Curricula Units. Fine Arts Strand, Unit 7, Grade 3, Supplement & Ditto Packet.
ED 161 646

SCDC Spanish Curricula Units. Fine Arts Strand, Unit 7, Grade 3, Teacher's Guide Multi-Ethnic Edition.
ED 161 645

SCDC Spanish Curricula Units. Fine Arts Strand, Unit 8, Grade 3, Supplement & Ditto Packet.
ED 161 651

SCDC Spanish Curricula Units. Fine Arts Strand, Unit 8, Grade 3, Teacher's Guide Multi-Ethnic Edition.
ED 161 650

SCDC Spanish Curricula Units: Fine Arts Strand, Unit 9, Grade 3, Supplement & Ditto Packet.
ED 161 626

SCDC Spanish Curricula Units. Fine Arts Strand, Unit 9, Grade 3, Teacher's Guide.
ED 161 625

SCDC Spanish Curricula Units. Fine Arts, Unit 10, Grade 3, Supplement & Ditto Packet.
ED 161 614

SCDC Spanish Curricula Units. Fine Arts, Unit 10, Grade 3, Teacher's Guide.
ED 161 613

SCDC Spanish Curricula Units. Fine Arts, Unit 4, Grade Two, Teacher's Guide.
ED 161 639

SCDC Spanish Curricula Units. Fine Arts, Unit 4, Grade 2, Supplements & Ditto Packet.
ED 161 640

SCDC Spanish Curricula Units. Language Arts Strand, Unit 7, Grade 3, Teacher's Guide Multi-Ethnic Edition.
ED 161 647

SCDC Spanish Curricula Units. Language Arts Strand, Unit 8, Grade 3, Supplement & Ditto Packet.
ED 161 657

SCDC Spanish Curricula Units. Language Arts Strand, Unit 8, Grade 3, Teacher's Guide Multi-Ethnic Edition.
ED 161 656

SCDC Spanish Curricula Units. Language Arts Strand, Unit 9, Grade 3, Supplement & Ditto Packet.
ED 161 622

SCDC Spanish Curricula Units. Language Arts Strand, Unit 9, Grade 3, Teacher's Guide.
ED 161 621

SCDC Spanish Curricula Units. Language Arts, Unit 10, Grade 3, Supplement & Ditto Packet.
ED 161 612

SCDC Spanish Curricula Units. Language Arts, Unit 10, Grade 3, Teacher's Guide.
ED 161 611

SCDC Spanish Curricula Units. Language Arts, Unit 4, Grade Two, Supplement & Ditto Packet.
ED 161 594

SCDC Spanish Curricula Units. Language Arts. Unit 4, Grade Two, Teacher's Guide.
ED 161 593

SCDC Spanish Curricula Units. Language Arts, Unit 6, Grade 2, Supplement & Ditto Packet.
ED 161 630

SCDC Spanish Curricula Units. Language Arts, Unit 6, Grade 2, Teacher's Guide.
ED 161 629

SCDC Spanish Curricula Units. Science/Math Strand, Unit 1, Grade One, Teacher's Guide.
ED 161 582

SCDC Spanish Curricula Units. Science/Math Strand, Unit 3, Grade One, Supplement & Ditto Packet.
ED 161 588

SCDC Spanish Curricula Units. Science/Math Strand, Unit 3, Grade One, Teacher's Guide Multi-Ethnic Edition.
ED 161 587

SCDC Spanish Curricula Units. Science/Math Strand, Unit 4, Grade Two, Teacher's Guide.
ED 161 589

SCDC Spanish Curricula Units. Science/Math Strand, Unit 4, Grade 2, Supplements & Ditto Packet.
ED 161 590

SCDC Spanish Curricula Units. Science/Math Strand, Unit 6, Grade 2, Supplement & Ditto Packet.
ED 161 636

SCDC Spanish Curricula Units. Science/Math Strand, Unit 6, Grade 2, Teacher's Guide Multi-Ethnic Edition.
ED 161 635

SCDC Spanish Curricula Units. Science/Math Strand, Unit 7, Grade 3, Supplement & Ditto Packet.
ED 161 644

SCDC Spanish Curricula Units. Science/Math Strand, Unit 7, Grade 3, Teacher's Guide Multi-Ethnic Edition.
ED 161 643

SCDC Spanish Curricula Units. Science/Math Strand, Unit 8, Grade 3, Supplement & Ditto Packet.
ED 161 653

SCDC Spanish Curricula Units. Science/Math Strand, Unit 8, Grade 3, Teacher's Guide Multi-Ethnic Edition.
ED 161 652

SCDC Spanish Curricula Units. Science/Math Strand, Unit 9, Grade 3, Supplement & Ditto Packet.
ED 161 628

SCDC Spanish Curricula Units. Science/Math Strand, Unit 9, Grade 3, Teacher's Guide.
ED 161 627

SCDC Spanish Curricula Units. Science/Math, Unit 1, Grade One, Supplement & Ditto Packet.
ED 161 583

SCDC Spanish Curricula Units. Science/Math, Unit 10, Grade 3, Supplement & Ditto Packet.
ED 161 616

SCDC Spanish Curricula Units. Science/Math, Unit 10, Grade 3, Teacher's Guide.
ED 161 615

SCDC Spanish Curricula Units. Social Science Strand, Unit 6, Grade 2, Supplement & Ditto Packet.
ED 161 634

SCDC Spanish Curricula Units. Social Science Strand, Unit 7, Grade 3, Supplement & Ditto Packet.
ED 161 642

SCDC Spanish Curricula Units. Social Science Strand, Unit 7, Grade 3, Teacher's Guide Multi-Ethnic Edition.
ED 161 641

SCDC Spanish Curricula Units. Social Science Strand, Unit 8, Grade 3, Supplement & Ditto Packet.
ED 161 655

SCDC Spanish Curricula Units. Social Science Strand, Unit 8, Grade 3, Teacher's Guide Multi-Ethnic Edition.
ED 161 654

SCDC Spanish Curricula Units. Social Science Strand, Unit 9, Grade 3, Supplement & Ditto Packet.
ED 161 620

SCDC Spanish Curricula Units. Social Science Strand, Unit 9, Grade 3, Teacher's Guide.
ED 161 619

SCDC Spanish Curricula Units. Social Science, Unit 10, Grade 3, Supplement & Ditto Packet.
ED 161 618

SCDC Spanish Curricula Units. Social Science, Unit 10, Grade 3, Teacher's Guide.
ED 161 617

SCDC Spanish Curricula Units. Social Science, Unit 6, Grade 2, Teacher's Guide.
ED 161 633

SCDC Spanish Curricula Units. Spanish SL Strand, Unit 10, Grade 3, Supplement & Ditto Packet.
ED 161 610

SCDC Spanish Curricula Units. Spanish SL Strand, Unit 10, Grade 3, Teacher's Guide.
ED 161 609

SCDC Spanish Curricula Units. Spanish SL Strand, Unit 3, Grade One, Supplement & Ditto Packet.
ED 161 585

SCDC Spanish Curricula Units. Spanish SL Strand, Unit 3, Grade One, Teacher's Guide.
ED 161 584

SCDC Spanish Curricula Units. Spanish SL Strand, Unit 4, Grade Two, Supplement & Ditto Packet.
ED 161 592

SCDC Spanish Curricula Units. Spanish SL Strand, Unit 4, Grade Two, Teacher's Guide.
ED 161 591

SCDC Spanish Curricula Units. Spanish SL Strand, Unit 6, Grade 2, Supplement & Ditto Packet.
ED 161 632

SCDC Spanish Curricula Units. Spanish SL Strand, Unit 7, Grade 3, Supplement & Ditto Packet.
ED 161 649

SCDC Spanish Curricula Units. Spanish SL Strand, Unit 7, Grade 3, Teacher's Guide Multi-Ethnic Edition.
ED 161 648

SCDC Spanish Curricula Units. Spanish SL Strand, Unit 8, Grade 3, Supplement & Ditto Packet.
ED 161 659

SCDC Spanish Curricula Units. Spanish SL Strand, Unit 8, Grade 3, Teacher's Guide Multi-Ethnic Edition.
ED 161 658

SCDC Spanish Curricula Units. Spanish SL Strand, Unit 9, Grade 3, Supplement & Ditto Packet.
ED 161 624

SCDC Spanish Curricula Units. Spanish SL Strand, Unit 9, Grade 3, Teacher's Guide.
ED 161 623

SCDC Spanish Curricula Units. Spanish SL, Unit 6, Grade 2, Teacher's Guide.
ED 161 631

District of Columbia Public Schools, Washington, D.C.

The Competency-Based Curriculum: Developing a Mosaic. Educational Forum Proceedings (Dunbar Senior High School, District of Columbia, April 7-8, 1978).
ED 161 143

Dorchester Vocational Center, S.C.

Learning Activity Packets for Minimal Mathematics Competencies in Vocational Education. Exemplary Project in Vocational Education Conducted under Public Law 90-576, Section 132 of P.L. 94-482. Final Report.
ED 160 830

Drake Univ., Des Moines, Iowa. Midwest Regional Resource Center.

P.L. 94-142 Not Just a Law - A Darn Good Idea'' A Resource Packet for Use in the Conference: Advancing the Handicapped and School Administration.
ED 161 188

Eastern Michigan Univ., Ypsilanti.

Foster Parent Training Project: Course Outlines. (Revised Edition).
ED 161 515

Economic Research Service (DOA), Washington, D.C. Economic Development Div.

Farm Population Estimates for 1977. Rural Development Research Report No. 4.
ED 161 607

Educational Products Information Exchange Inst., New York, N.Y.

Analyses of Materials for Developers of Instructional Materials. EPIE Report Number 85m.
ED 161 169//

Educational Testing Service, Berkeley, Calif.

What Really Happened to the Class of '75? A College Experience Survey.
ED 161 316

Educational Testing Service, Princeton, N.J.

Concerns of Women in Educational Research and Development at Three Stages of Professional Development: Student Years, Early Postdoctoral Years, and Intermediate Professional Years. Research Memorandum.
ED 161 317

The Determination of the Financial Needs of Adult Part-Time Students in Postsecondary Education. Final Report, Volume I.
ED 161 331

Issues in the Recruitment, Professional Development, Promotion, and Remuneration of Women Faculty. Research Memorandum.
ED 161 318

Sex Differences in the Career Decision-Making Process. Final Report.
ED 160 833

Simulation of Financial Needs and Contributions of Adult Part-Time Students. Final Report. Volume II.
ED 161 330

Educational Testing Service, Princeton, N.J. Education Policy Research Institute.

Private Vocational Schools and Public Policy.
ED 160 895

Educational Testing Service, Princeton, N.J. Office for Minority Education.

A Community's Struggle for Equal Educational Opportunity: Aspira v. Bd. of Ed. OME Monograph Number Two.
ED 162 034

Educational Testing Service, Washington, D.C. Education Policy Research Inst.

Speaking Out: The Use of Tests in the Policy Arena. Proceedings of the New Jersey Conference.
ED 161 926

Education Commission of the States, Denver, Colo.

Equal Rights for Women in Education. Model Policy Statement and Guidelines for Implementation: The Elimination of Bias and Stereotyping on the Basis of Sex in Instructional Materials, Teacher Strategies and Curriculum Content.
ED 161 848

State Postsecondary Education Institutional Authorization and Oversight. A National Report and Inservice Education Program. Summary and Synthesis of the Conference.
ED 161 326

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Changes in Social Studies Performance, 1972-76. Selected Results from the Second Assessment of Social Studies.
ED 161 791

The Third Assessment of Science, 1976-77. Released Exercise Set.
ED 161 686

Education Service Center Region 9, Wichita Falls, Tex.

PEECH OUTREACH (A Program for Early Education of Children with Handicaps) 1977-78 Final Report.
ED 161 204

El Camino Coll., Torrance, Calif.

The Impact of Proposition 13 on Community Services for California Community Colleges.
ED 161 480

Employment and Training Administration (DOL), Washington, D.C.

Perspectives on Public Job Creation. R & D Monograph 52.
ED 160 822

Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.

A Knowledge Development Plan for the Youth Employment and Demonstration Projects Act of 1977.
ED 160 743

Employment Standards Administration (DOL), Washington, D.C. Wage and Hour Div.

The Education Industry in Puerto Rico. An Economic Report.
ED 161 157

Energy Research and Development Administration, Washington, D.C. Div. of Labor Relations.

An Innovative Approach to Human Resource Development.
ED 161 687

Environmental Protection Agency, Washington, D. C.

National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Abstract.
ED 161 731

National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Air.
ED 161 732

National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Composite I (Environmental Engineering/Health).
ED 161 733

National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Composite II (Education/Ecology).
ED 161 734

National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Energy.
ED 161 735

National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Noise.
ED 161 736

National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Pesticides.
ED 161 737

National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Potable Water II (Multiple Degree Programs).
ED 161 739

National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Potable Water I (Single Degree Programs).
ED 161 738

National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Private Sector.
ED 161 740

National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Radiation.
ED 161 741

National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Solid Waste.
ED 161 742

National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Summary.
ED 161 745

National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Wastewater II (Multiple Degree Programs).
ED 161 744

National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Wastewater I (Single Degree Programs).
ED 161 743

Programmed Training for Water/Wastewater Operators.
ED 161 661//

Environmental Protection Agency, Washington, D.C. Office of Water Programs.

Application of Sludges and Wastewaters on Agricultural Land: A Planning and Educational Guide, MCD-35. Research Bulletin 1090.
ED 161 750

Development and Exchange of Instructional Resources in Water Quality Control Programs, II: Instructional Materials Available.
ED 161 694//

Development and Exchange of Instructional Resources in Water Quality Control Programs, III: Selecting Audio-Visual Equipment.
ED 161 695//

Development and Exchange of Instructional Resources in Water Quality Control Programs, IV: Selecting Instructional Media and Instructional Systems.
ED 161 696//

Microscopic Analysis of Plankton, Periphyton, and Activated Sludge. Training Manual.
ED 161 715

Self-Monitoring Procedures: Basic Laboratory Skills, Instructional Package Worksheets.
ED 161 699

Supervisory Management in the Water/Wastewater Field: Self Study Program. Revised Second Edition. Textbook and Student Manual. Lessons 1-7 and Appendix. Executive Programs of the Graduate School of Business Administration of Michigan State University.
ED 161 662

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.

Directory of Social Studies/Social Science Service Organizations. Second Edition.
ED 161 772

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Searchlight: Relevant Resources in High Interest Areas. Mid-Career Change: An Overview of Counseling Practices and Programs.
ED 160 905

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Evaluation of Early Childhood Programs: Toward a Developmental Perspective.
ED 161 512

Memos and Resource Lists from ERIC/ECE: 1978.
ED 161 520

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Bilingual, Bicultural, and Bidialectal Studies Related to Reading and Communication Skills: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' July through October 1978 (Vol. 39 Nos. 1 through 4).
ED 161 083

Business and Organizational Communication: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' January through October 1978 (Vol. 38 No. 7 through Vol. 39 No. 4).
ED 161 088

Creative Writing in the Classroom: An Annotated Bibliography of Selected Resources (K-12).
ED 161 038

Drama and Oral Interpretation: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' January through June 1978 (Vol. 38 Nos. 7 through 12).
ED 161 106

Language Arts Skills and Instruction: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' January through June 1978 (Vol. 38 Nos. 7 through 12).
ED 161 081

Language, Speech, and Communication Skills Training: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' January through June 1978 (Vol. 38 Nos. 7 through 12).
ED 161 101

Literature, Literary Values, and the Teaching of Literature: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' August and September 1978 (Vol. 39 Nos. 2 and 3).
ED 161 089

Reading Achievement: Characteristics Associated with Success and Failure: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' July through September 1978 (Vol. 39 Nos. 1 through 3).
ED 161 015

Reading, Comprehension, and Memory Processes: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' July through September 1978 (Vol. 39 Nos. 1 through 3).
ED 161 010

Reading Instruction: Preschool and Elementary: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' April through June 1978 (Vol. 38 Nos. 10 through 12).
ED 161 007

Reading Instruction: Preschool and Elementary: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' July through September 1978 (Vol. 39 Nos. 1 through 3).
ED 161 016

Reading Instruction: Secondary: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' January through June 1978 (Vol. 38 Nos. 7 through 12).
ED 160 997

Reading in the Content Areas: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' January through June 1978 (Vol. 38 Nos. 7 through 12).
ED 160 995

Speech Communication and Communication Processes: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' April and May 1978 (Vol. 38 Nos. 10 and 11).
ED 161 109

Speech Communication and Communication Processes: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' June through July 1978 (Vol. 38 No. 12 through Vol. 39 No. 1).
ED 161 107

Testing and Evaluation in Reading: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' May through September 1978 (Vol. 38 No. 11 through Vol. 39 No. 3).
ED 161 005

Uses and Effects of Television and Other Mass Media: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' July through September 1978 (Vol. 39 Nos. 1 through 3).
ED 161 110

Written Language and Writing Abilities: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' January through April 1978 (Vol. 38 Nos. 7 through 10).
ED 161 082

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Participant, Instructor, Planner: Perspectives on the Teacher's Role in Inservice Education.
ED 161 875

Extension Service (DOA), Washington, D.C.

Demonstration and Research Pest Control: A Training Program for the Certification of Pesticide Applicators, Manual No. 10.
ED 161 762

Fairfield Historical Society, Conn.

Walking Through History. The Seaports of Black Rock and Southport.
ED 161 780

Family Resource Center, St. Louis, Mo.

Family Resource Center. Final Report.
ED 161 205

Federal Extension Service (DOA), Washington, D.C.

Evaluation in Extension.
ED 161 885

Feminists Northwest, Seattle, Wash.

Hypatia's Sisters: Biographies of Women Scientists - Past and Present.
ED 161 729

Filipino Association of Mountain View, Inc., Calif.

The Filipinos in Mountain View, California: A Census Type, Socioeconomic Survey.
ED 161 995

Florida Commission on Educational Outreach and Service, Tallahassee.

Access to Knowledge. Volume II. Data Collection and Analysis: An Appendix to The Report of the Florida Commission on Educational Outreach and Service.
ED 160 737

Florida State Dept. of Education, Tallahassee.

Career Education Personnel Training Center. Pinellas County Public Schools. Final Report.
ED 160 799

Florida State Dept. of Education, Tallahassee. Bureau of Education for Exceptional Students.

A Resource Manual for the Development and Evaluation of Special Programs for Exceptional Students. Volume II-E: Emotionally Handicapped. Revised Edition.
ED 161 226

Florida Teaching Profession (NEA), Tallahassee, Fla.

The Florida Accountability Program: An Evaluation of Its Educational Soundness and Implementation.
ED 161 954

Florida Technological Univ., Orlando.

A Faculty Salary Resource Allocation Model for Balancing Salary Needs with Resources. AIR Forum Paper 1978.
ED 161 360

Food Research and Action Center, Washington, D.C.

FRAC s Guide to the School Lunch and Breakfast Programs.
ED 161 113

Ford Foundation, New York, N.Y.

Day Care and the Public Schools: Profiles of Five Communities.
ED 161 526//

Equal Rights for Women in Education. Model Policy Statement and Guidelines for Implementation: The Elimination of Bias and Stereotyping on the Basis of Sex in Instructional Materials, Teacher Strategies and Curriculum Content.
ED 161 848

Learning in Adolescence. The Andover Review: A Journal for Secondary Education, Spring 1978. Special Issue . And Learning in Adolescence II. The Andover Review: A Journal for Secondary Education, Fall 1978. Special Issue .
ED 161 781

Minority Admissions and Performance in Graduate Study: A Preliminary Study of Fellowship Programs of the Ford Foundation and the Danforth Foundation.
ED 161 979

On Campus With Women.
ED 162 036

Professional Women's Groups, May 1978.
ED 162 035

Temporal Adjustment in Academic Labor Markets: Time to Ph.D. AIR Forum Paper 1978.
ED 161 397

Foreign Policy Association, New York, N.Y.

Human Rights and Foreign Policy. Headline Series 241.
ED 161 820//

Frederick Burk Foundation for Education, San Francisco, Calif.

Living Skills Center for the Visually Handicapped. Career Education Program Project Performance Reports.
ED 160 795

Freedom of Information Center, Columbia, Mo.

Access to Medical Records.
ED 161 094

Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.

Evaluating Women's Homemaking and Volunteer Experiences for College Credit.
ED 160 772

National Project III, Elevating the Importance of Teaching. Fund Associate's Final Report.
ED 161 312

Research Project on Students and Collective Bargaining. Final Report, Year One.
ED 161 313

General Accounting Office, Washington, D.C.

Analysis of the University of the District of Columbia's Consolidated Master Plan Development.
ED 161 323

General Accounting Office, Washington, D.C. Div. of Human Resources.

Poor Administration of the 1977 Summer Program for Economically Disadvantaged Youth in New York City.
ED 161 997

Status of Office of Education's National Direct Student Loan Funds at Selected Postsecondary Education Institutions. Report by the Comptroller General of the United States.
ED 161 324

George Peabody Coll. for Teachers, Nashville, Tenn.

Selected Empirical Research and Policy Analysis on Child Care and Parent Education: Principles for Public Policy.
ED 161 559

Georgetown Univ., Washington, D.C. Ethics and Public Policy Center.

How the Cold War is Taught: Six American History Textbooks Examined.
ED 161 816

George Washington Univ., Washington, D.C. Dept. of Special Education.

Minor Physical Anomalies and Language and Behavior of Selected Two-Year Old Children. Final Report.
ED 161 227

George Washington Univ., Washington, D.C. Inst. for Educational Leadership.

Gifted and Talented Children: Update. Program 112.
ED 161 210

How Good Is Your Teacher? Options in Education Transcript: Program No. 134.
ED 161 854

Kids in Mental Institutions. Part II. Program 131.
ED 161 209

Kids in Mental Institutions. Part I. Program 130.
ED 161 208

Learning Disabilities. Part II. Program 114.
ED 161 207

Learning Disabilities. Part I. Program 113.
ED 161 206

Georgia Inst. of Tech., Atlanta. School of Industrial and Systems Engineering.

A Methodology for Designing High Level Computer Input Systems for Mathematical Programming Models. Industrial and Systems Engineering Report Series No. J-78-16.
ED 161 692

Georgia State Dept. of Education, Atlanta.

Audit and Evaluation of the Georgia Comprehensive Career Guidance Project, Grades 7-12. Final Report.
ED 160 874

Career Guidance in Georgia. A Program Development Guide.
ED 160 850

Comprehensive Career Guidance. Career Guidance Curriculum. Staff Development K-6.
ED 160 844

Comprehensive Career Guidance. Classroom Meetings. Staff Development K-6.
ED 160 847

Comprehensive Career Guidance. Competency Rating Scale Manual. Grades K-1.
ED 160 836

Comprehensive Career Guidance. Competency Rating Scale Manual. Grades 2-4.
ED 160 837

Comprehensive Career Guidance. Competency Rating Scale Manual. Grades 5-6.
ED 160 838

Comprehensive Career Guidance. Developing Self Worth. Staff Development K-6.
ED 160 848

Comprehensive Career Guidance. Improving Classroom Behavior. Staff Development K-6.
ED 160 845

Comprehensive Career Guidance. Methods Guide. K-6 Career.
ED 160 842

Comprehensive Career Guidance. Parent Education and Consultation. Staff Development K-6.
ED 160 846

Comprehensive Career Guidance. Responsible Assertiveness Training. Staff Development K-6.
ED 160 849

Deliberate Psychological Education. Growth through Human Understanding. Leader's Handbook.
ED 160 858

The Educational Environment. Leader's Handbook .
ED 160 854

Facilitating Interpersonal Skills Development: A Human Relations Training Approach.
ED 160 851

Individual Advisory System.
ED 160 856

K-1 Career Guidance Activities. Early Elementary Classroom Activities.
ED 160 839

Life Career Planning: Values, Decisions and Goals. Leader's Handbook .
ED 160 852

A Needs Based Vocational Guidance Program. Exemplary Project in Vocational Education Conducted under Part C of Public Law 90-576. Final Report.
ED 160 835

Relating with Significant Others. Leader's Handbook .
ED 160 853

Self Validation: Putting the Pieces Together. Leader's Handbook .
ED 160 855

Staff Development in Career Guidance: A Facilitator's Handbook.
ED 160 843

Work and Leisure Environments. Leader's Handbook .
ED 160 857

2-4 Career Guidance Activities. Intermediate Elementary Classroom Activities.
ED 160 840

5-6 Career Guidance Activities. Upper Elementary Classroom Activities.
ED 160 841

Georgia State Dept. of Education, Atlanta. Div. of Program and Staff Development.

Teacher Performance Assessment Instruments: A Guide to Interpretation.
ED 161 957//

Teacher Performance Assessment Instruments: Manual for Data Collectors.
ED 161 955//

Teacher Performance Assessment Instruments: Plans for Practice Rating.
ED 161 956//

Georgia State Univ., Atlanta. Office of Institutional Planning.

Are Statewide Data Systems Meeting the Local Institution's Needs? AIR Forum Paper 1978.
ED 161 337

A Longitudinal Study of Grades in 144 Undergraduate Courses. AIR Forum Paper 1978.
ED 161 374

Predicting Next Year's Resources Short-Term Enrollment Forecasting for Accurate Budget Planning. AIR Forum Paper 1978.
ED 161 383

Georgia State Univ., Atlanta. School of Education.

Teacher Performance Assessment Instruments: A Guide to Interpretation.
ED 161 957//

Teacher Performance Assessment Instruments: Manual for Data Collectors.
ED 161 955//

Teacher Performance Assessment Instruments: Plans for Practice Rating.
ED 161 956//

Global Education Associates, East Orange, N.J.

Christian Voices on World Order. The Whole Earth Papers, Vol. 1, No. 10.
ED 161 796

Indian Voices on World Order. The Whole Earth Papers, Vol. 1, No. 5, Winter, 1978.
ED 161 799

The Peace Paradigm And Housing and World Order And Hunger and World Order And Hunger and World Order: Shaping a Moral Vision. The Whole Earth Papers, Vol. 1, No. 1-4, Fall, 1977.
ED 161 797

Women and Peace And Vienna Conference: Women and Disarmament And Women, Power and Alternative Futures, Part I: Women and World Order And Women, Power and Alternative Futures, Part II: Women and Power. The Whole Earth Papers. Vol. 1, No. 6-8, Spring, 1978.
ED 161 798

Governor's Commission on the Status of Women, Madison, Wis.

Real Women, Real Lives. Marriage, Divorce, Widowhood.
ED 161 778

Toward a True Marriage Partnership.
ED 161 779

Greenwood Municipal Separate School District, Miss.

Greenwood Career Education Project. Final Project Performance Report.
ED 160 800

Hamden Public Schools, Conn.

A System of Criteria for Evaluating Elementary School Buildings.
ED 161 144

Task Force on Declining Enrollment. Final Report.
ED 161 145

Harford Community Coll., Bel Air, Md.

Marketing Plan 1978.
ED 161 486

Haskins Labs., New Haven, Conn.

Status Report on Speech Research: A Report on the Status and Progress of Studies on the Nature of Speech, Instrumentation for Its Investigation, and Practical Applications, April 1-June 30, 1978.
ED 161 096

Hawaii Univ., Honolulu. Community Coll. System.

Selected Characteristics, Classified & Unclassified (Regular) Students; Community Colleges, Fall 1978.
ED 161 467

Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Associated Health Professions.

An Audiovisual Teaching Module to Assist Examiners in the Administration of a Practical Performance Examination for the Emergency Medical Technician-Ambulance (EMT-A). Consisting of a 90-Minute Audiovisual Presentation In Either 16mm Sound or 3/4'' Video-Cassette Plus a User's Guide'' Describing in Detail the Total Examination Procedure. Final Report.
ED 161 948

Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Nursing.

The Impact of Health System Changes on the Nation's Requirements for Registered Nurses in 1985. Health Manpower References.
ED 160 901

Integration Strategies for the Nursing Profession.
ED 160 860

Health Services Administration (DHEW/PHS), Rockville, Md. Bureau of Community Health Services.

Comparing Ways of Altering Parent-Child Interaction.
ED 161 558

Health Services Administration (DHEW/PHS), Rockville, Md. Indian Health Service.

GED Testing: The High School Equivalency Diploma. Preparation for Health Career Advancement for American Indians and Alaska Natives.
ED 161 959

Hearing and Speech Agency of Metropolitan Baltimore, Inc., Md.

An Evaluation of the Hearing and Speech Agency Infant-Parent Program.
ED 161 234

Final Report on Hearing and Speech Agency Infant-Parent Project (Program Performance Report for Handicapped Children's Early Education Project). July 1, 1976 Through June 30, 1977.
ED 161 229

Herner and Co., Washington, D.C.

Multidisciplinary Teams in Child Abuse and Neglect Programs. A Special Report from the National Center on Child Abuse and Neglect, August, 1978.
ED 161 202

Volunteers in Child Abuse and Neglect Programs. A Special Report from the National Center on Child Abuse and Neglect, August, 1978.
ED 161 203

Highline Public Schools, Seattle, Wash.

Highline's Career Education for Gifted & Talented Students. Annual Report.
ED 160 796

High/Scope Educational Research Foundation, Ypsilanti, Mich.

High/Scope Foundation - B.E.H. Special Project for the Preparation of Preschool Specialists. Final Report.
ED 161 215

National Home Start Evaluation: Field Procedures Manual.
ED 161 544

Houston Independent School District, Tex.

Field-Based Clinical Inservice Education. Eleventh Cycle Teacher Corps.
ED 161 849

Illinois Community Coll. Board, Springfield.

Fiscal Year 1978 State Funding Claims Processed and Paid by the Illinois Community College Board.
ED 161 507

Illinois State Advisory Council on Adult, Vocational and Technical Education, Springfield.

Study of Vocational Education Involvement with Apprenticeship Programs in Illinois. Executive Summary.
ED 160 805

Illinois State Board of Higher Education, Springfield.

Postsecondary Education and the Hispanic Student.
ED 161 319

Illinois State Office of Education, Springfield. Adult and Continuing Education Section.

Adult Basic Education Sourcebook: Answers to Questions Commonly Asked by ABE/GED Instructors.
ED 160 899

Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Competency Based Curriculum for Agricultural Occupations Programs Phase I Developing an Occupational Matrix and Completing a Job Title Purposive Study. Final Report.
ED 160 820

Illinois Univ., Champaign.

The Relationship Between Program Cost and Economic Return: The Case of One Public University. AIR Forum Paper 1978.
ED 161 387

Illinois Univ., Chicago.

Minicourses in Astrophysics, Modular Approach, Vol. I.
ED 161 705

Minicourses in Astrophysics, Modular Approach, Vol. II.
ED 161 706

Illinois Univ., Urbana. Center for the Study of Reading.

Discourse Functions of Inversion Constructions. Technical Report No. 98.
ED 160 998

Study Skills and Learning Strategies. Technical Report No. 104.
ED 161 000

Vocabulary and Reading Comprehension: Instructional Effects. Technical Report No. 100.
ED 160 999

Illinois Univ., Urbana. Computer-Based Education Lab.

Approaches to Validation of Criterion-Referenced Tests and Computer-Based Instruction in a Military Project.
ED 161 434

PLATO Highlights, Fifth Revision.
ED 161 435

Illinois Univ., Urbana. Dept. of Political Science.

Alienation and Expectation in American Political Culture.
ED 161 777

Illinois Univ., Urbana. Inst. for Child Behavior and Development.

Nurturing Academic Talent in Early Childhood: Math.
ED 161 529

Nurturing Academic Talent in Early Childhood: Reading.
ED 161 528

Nurturing Academic Talent in Early Childhood: Science.
ED 161 530

Nurturing Creative Talent in Early Childhood.
ED 161 531

Nurturing Intellectual Talent in Early Childhood.
ED 161 527

Nurturing Leadership Talent in Early Childhood.
ED 161 532

Nurturing Psychomotor Talent in Early Childhood.
ED 161 534

Nurturing Talent in the Visual and Performing Arts in Early Childhood: Art and Music.
ED 161 533

Illinois Univ., Urbana. Office of Instructional Resources.

Validation of an Item Classification Scheme for a Student Rating Item Catalog.
ED 161 883

Illinois Univ., Urbana. Rurban Educational Development Lab.

Course of Study: Citizens' Advisory Councils in Education.
ED 160 809

Indiana State Board of Vocational and Technical Education, Indianapolis.

Adult Vocational Education Follow Through. A System for Participant Feedback for Decision Makers. Final Report.
ED 160 865

The Development of a Competency Based Teacher Education Curriculum Model. Final Report.
ED 160 744

Development of a Regional Manpower Information System. Research and Development Project. Final Report.
ED 160 766

Job Title Analysis for Selected Job Titles in Horticulture. Final Report.
ED 160 889

Indiana State Dept. of Public Instruction, Indianapolis. Div. of Vocational Education.

Region V Invitational Workshop on Professional Development. Final Evaluation Report.
ED 160 788

Indiana State Univ., Terre Haute. Library.

Collective Bargaining in Education: A Bibliography of Recent Materials.
ED 161 133

Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.

The Effects of Role Playing in Elementary School Classrooms on Children with Low Sociometric Status. Final Report 50.3.
ED 161 837

Oral Reading Observation System Observer's Training Manual.
ED 161 019

The Skill Acquisition Model: Behavioral Rehearsal as a Method for Developing Pro-Social Adaptive Behaviors in Elementary School Children. Final Report 52.3.
ED 161 240

Indiana Univ., Bloomington. Dept. of Vocational Education.

Adult Vocational Education Follow Through. A System for Participant Feedback for Decision Makers. Final Report.
ED 160 865

Institute of Medicine (NAS), Washington, D.C.

A Manpower Policy for Primary Health Care: Report of a Study.
ED 161 768

Insurance Inst. for Highway Safety, Washington, D.C.

To Prevent Harm.
ED 160 751

International Bureau of Education, Geneva (Switzerland).

An Alternative Pattern of Basic Education: Radio Santa Maria. A Study Prepared for the Unesco Institute for Education in Collaboration with the International Educational Reporting Service. An International Bureau of Education Series: Experiments and Innovations in Education, No. 30.
ED 160 768//

Basic Services for Children: A Continuing Search for Learning Priorities. A Dossier for Initiating a Dialogue Part I, 1978. Experiments and Innovations in Education No. 36.
ED 161 793//

International Council for Adult Education, Toronto (Ontario).

Vocational Training in Latin America: A Comparative Perspective. Monographs on Comparative and Area Studies in Adult Education.
ED 160 898

International Reading Association, Newark, Del.

Guidelines for the Professional Preparation of Reading Teachers.
ED 161 006

International Reading Association 1977-1978 Annual Report.
ED 161 011

Learning Disabilities with Emphasis on Reading. An Annotated Bibliography.
ED 161 012

International Union, United Automobile, Aerospace and Agricultural Implement Workers of America, Detroit, Mich.

Our Union Heritage: A Chronicle of Labor's Struggle for Social Justice.
ED 161 774

Iowa State Dept. of Public Instruction, Des Moines.

Identifying and Reporting Child Abuse: A Model Policy and Rules.
ED 161 196

Iowa State Univ. of Science and Technology, Ames. Research Inst. for Studies in Education.

Elementary School Children's Views of Occupational Roles. Volume III, Issue III.
ED 160 813

J.C. Penney Co., Inc., New York, N.Y.

Managing Change. Penney's Forum, Fall/Winter 1978.
ED 161 810

Personal Privacy in an Information Society: What are the Trade-Offs? Insights into Consumer Issues.
ED 161 825

Jefferson County School District R-1, Lakewood, Colo.

Contemporary American Issues.
ED 161 753//

John and Mary R. Markle Foundation, New York, N.Y.

The John and Mary R. Markle Foundation Annual Report, 1976/77.
ED 161 457

The Social Effects of Cable Television.
ED 161 447

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.

An Experiment on Social Information Processing Among Teachers. Report No. 243.
ED 161 846

Family Status and Standardized Achievement Tests As Contingencies For Black and White College Entry. Report No. 239.
ED 161 952

How Young People Find Career-Entry Jobs: A Review of the Literature.
ED 160 821

Johnson County Community Coll., Overland Park, Kans.

A Five-Year Perspective on Job Placement for JCCC Career Students (Classes of 1973-1977).
ED 161 508

Kamehameha Schools, Honolulu, Hawaii. Kamehameha Early Education Project.

Description of the KEEP Reading Curriculum, 1975-76. Technical Report No. 43.
ED 161 021

A Preliminary Investigation of Communication Skills among Rural Hawaiian Children. Technical Report No. 73.
ED 161 087

Production Deficiency of Labeling Skills in a Prereading Letter Discrimination Task. Technical Report No. 37.
ED 161 020

A Study of Cued Free Recall Learning among Rural Hawaiian Children Using Standardized Norms. Technical Report No. 71.
ED 161 022

Kansas Univ., Kansas City. Medical Center.

Code of Ethics and Competencies for Teachers of Learning Disabled Children and Youth.
ED 161 198

Kansas Univ., Lawrence. Center for East Asian Studies.

An Advanced Reader in Chinese Sociology-Anthropology.
ED 161 283//

An Advance Reader in Chinese Art History.
ED 161 284//

Keene State Coll., N.H.

New Hampshire High School Career Education Model. Final Evaluation Report.
ED 160 782

The New Hampshire High School Career Education Model. Final Report.
ED 160 781

Kellogg Foundation, Battle Creek, Mich.

A Manpower Policy for Primary Health Care: Report of a Study.
ED 161 768

State Postsecondary Education Institutional Authorization and Oversight. A National Report and Inservice Education Program. Summary and Synthesis of the Conference.
ED 161 326

Kentucky Dept. of Energy, Frankfort.

Energy Conservation Activities for the Classroom K-12.
ED 161 727

Kentucky State Commission on Human Rights, Frankfort.

Black Employment in Kentucky State Agencies, Seventh Report. An Analysis of Job Levels, Salaries and Hiring Patterns as of November, 1975.
ED 161 974

Kentucky State Dept. of Education, Frankfort.

Energy Conservation Activities for the Classroom K-12.
ED 161 727

Kentucky Educational Assessment Program 1976. State Summary.
ED 161 936

Kentucky's Declining School Population.
ED 161 152

Kentucky State Dept. of Education, Frankfort. Div. of Program Development.

The Kentucky Standards of Excellence for Reading Programs.
ED 160 985

Kentucky Univ., Lexington. Community Coll. System.

Compendium of Selected Data & Characteristics, 1977-78.
ED 161 492

Kentucky Univ., Lexington. Div. of Vocational Education.

Career Education Programming for the Handicapped: Cooperative Personnel Preparation. Final Report.
ED 161 178

La Guardia Community Coll., Long Island City, N.Y.

Teachers' Manual for Career Education: Instilling Readiness for Decision-Making.
ED 160 798

Lake County Coll., Grayslake, Ill.

A Survey: Perceptions of the College of Lake County's G.E.D. Program as Seen by Former Students and Area Personnel Managers.
ED 161 471

Lake Region Junior Coll., Devils Lake, N. Dak. Vocational Guidance Dept.

Model for Articulated Counseling Services. Final Report. Research Series No. 49.
ED 160 812

Lakeshore Vocational, Technical, and Adult Education District, Cleveland, Wis.

Articulation of Bookkeeping/Accounting Competencies between Secondary and Postsecondary Levels in the Lakeshore VTAE District. Final Report.
ED 160 749

Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.

Ratings of Job Performance of Georgia Correctional Officers.
ED 160 956

Things to do to Build Communication and Trust.
ED 160 927

Library of Congress, Washington, D.C. Congressional Research Service.

Should the Federal Government Implement a Program Which Guarantees Employment Opportunities for All U.S. Citizens in the Labor Force? Inter-Collegiate Debate Topic, 1978-1979, Pursuant to Public Law 88-246.
ED 160 900

Los Angeles Community Coll. District, Calif.

State of the District.
ED 161 465

Los Angeles Community Coll. District, Calif. Div. of Educational Planning and Development.

Gold Creek: Preserving an Environmental Studies Center.
ED 161 464

Recommendations for Developing Career Centers.
ED 161 483

1979-80 Budget Process. Phase I: Educational Programs. Procedures Manual.
ED 161 487

Los Angeles County Superintendent of Schools, Calif. Div. of Special Education.

Seventh National Conference on Physical Activity for the Exceptional Individual.
ED 161 857

Macomb County Community Coll., Warren, Mich.

An Appraisal of the Industrial Cooperative Education Program Based on Responses from Students and Employers.
ED 161 493

An Appraisal of the Industrial Cooperative Education Program Based on Responses from Students and Employers. Supplemental Report No. 3: The Women Students.
ED 161 498

An Appraisal of the Industrial Cooperative Education Program Based on Selected Characteristics of the Students and Their Academic Performance.
ED 161 497

A Comparison of the College's Mail and On-Site Registration Totals for Fall 1978 with Fall 1977.
ED 161 500

Enrollment Projections with Statistical Base and Methods 1976.
ED 161 499

Grading Policies of the Public Two-Year Community Colleges in Michigan, Fall 1977.
ED 161 496

The Statistical Predictability of the Academic Performance of Registered Nursing Students at Macomb. Project No. 0141-77.
ED 161 501

The Use of Space for Instruction, Fall 1977.
ED 161 495

Withdrawal Policies of Michigan's Public Community Colleges.
ED 161 494

Macquarie Univ., North Ryde (Australia). School of Education.

Evaluation of Mathematical Thinking. Discussion Paper No. 3.
ED 161 557

Teachers' Ratings of Preschool Children's Behaviours. Discussion Paper No. 2.
ED 161 542

Magi Educational Services, Inc., Port Chester, N.Y.
A First Year Look at the National Diffusion/Adoption Network. Program Highlights.
ED 161 865
Maine Univ., Orono. Sea Grant Program.
Education and the World Ocean: A Partial Bibliography for Marine Educators.
ED 161 674
Margaret Woodbury Strong Museum, Rochester, N.Y. Museum Data Bank Committee.
Computerization of Synonymy Data from Biological Systematics. Museum Data Bank Research Report Number 9.
ED 161 426
What Are Data? Museum Data Bank Research Report Number 1.
ED 161 425
Martini and Associates, Ltd., Anchorage, Alaska.
Vocational and Special Education. Program Review. A Study Conducted on Behalf of the State of Alaska Department of Education Dr. Marshall Lind, Commissioner.
ED 160 735
Maryland Fire-Rescue Education and Training Commission.
Maryland Fire-Rescue Education and Training System. Organizational Design.
ED 160 832
Maryland State Advisory Council on Vocational-Technical Education, Baltimore.
Guidelines for Local Advisory Councils on Vocational-Technical Education. (Revised).
ED 160 728
Maryland State Dept. of Education, Baltimore. Div. of Library Development and Services.
Criteria for Modern School Library Media Programs.
ED 161 440
Facts About Maryland's School Library Media Programs, 1976-77.
ED 161 439
Maryland Univ., College Park. Agricultural Experiment Station.
Poverty and the Distribution of Mental Health Resources: Rural-Urban Comparisons. Scientific Article No. A2748, Contribution No. 5508 of the Maryland Agricultural Experiment Station.
ED 161 601
Maryland Univ., College Park. Computer Science Center.
Integration Strategies for the Nursing Profession.
ED 160 860
Maryland Univ., College Park. Program of Health Services Delivery.
Integration Strategies for the Nursing Profession.
ED 160 860
Massachusetts Center for Program Development and Evaluation, Medford.
An In-Service Training Program for Service Providers Working with Multiply Handicapped Learners.
ED 161 219
Pro-Active Behavior Management.
ED 161 218
Massachusetts State Board of Education, Boston.
Because It Is Right Educationally. A Ten-Year Report. Principles Governing Massachusetts Board of Education Integration Policy Decisions, 1965-1975.
ED 162 019
Massachusetts State Dept. of Education, Boston.
Regulations Pertaining to Section 8 of Chapter 636 of the Acts of 1974, Regarding Magnet School Facilities (Subsection 37I), and Magnet Educational Programs (Subsection 37J).
ED 162 020
Massachusetts State Dept. of Education, Boston. Bureau of Curriculum Services.
Title I ESEA, Fiscal Year 1976. Commonwealth of Massachusetts.
ED 162 006
Massachusetts State Dept. of Education, Boston. Bureau of Equal Educational Opportunities.
Bibliography of Multi-Ethnic and Sex-Fair Resource Materials.
ED 162 007
Massachusetts Univ., Amherst. Office of Budgeting and Institutional Studies.
Budget Preparation and Inflation Prediction. AIR Forum Paper 1978.
ED 161 339
Massey Univ. (New Zealand). Education Dept.
Cognitive Style, Environment and School Achievement: A Cross-Cultural Study. Delta Research Monograph No. 1.
ED 161 983
Mathematical Association of America, Washington, D.C.
Case Studies in Applied Mathematics.
ED 161 756
Maurice and Laura Falk Foundation, Pittsburgh, Pa.
Ethnicity, Race and Human Development; A Report on the State of Our Knowledge.
ED 161 964//
The Ethno-Cultural Factor in Mental Health: A Literature Review and Bibliography.
ED 161 963//
McGill Univ., Montreal (Quebec). McLennan Library.
Mass Media: A Student's Guide to Reference Resources.
ED 161 053
Mercer County Community Coll., Trenton, N.J.
Non-Returning Students, Spring 1978.
ED 161 473
One Year and Four Years Later...1977: A Study of Graduates from 1976 and 1973.
ED 161 475
Student Enrollment Patterns, 1972-77: A Report Presenting the Enrollment Patterns of Full- and Part-time Students by Entering Class.
ED 161 474
Metropolitan Planning Project, Newton, Mass.
Metropolitan Planning Project, 1973-75. Final Performance Report.
ED 162 002
Metropolitan Planning Project, 1975-77. Final Performance Report.
ED 162 003
Metropolitan Planning Project, 1977-78. Final Performance Report.
ED 161 978
Metro Ways to Understanding: Volume I: A Plan for the Voluntary Elimination of Racial and Ethnic Isolation in the Schools of the Boston Metropolitan Area.
ED 162 001
Miami Univ., Oxford, Ohio. Office of Program Development.
Perceptions of Sorority and Fraternity Rush. Survey Report. Student Life Research Service.
ED 161 322
Michigan State Dept. of Corrections, Lansing.
Things to do to Build Communication and Trust.
ED 160 927
Michigan State Dept. of Education, Lansing.
Guidelines for Selecting Test Instruments and Procedures for Assessing the Needs of Bilingual Children and Youth. Part I: Guidelines for Determining Student Eligibility for Bilingual Instruction. Part II: Revised Guidelines for Selecting Test Instruments and Procedures in Bilingual Instruction.
ED 161 951
Interpretive Manual. The First Report of the 1977-78 Michigan Educational Assessment Program.
ED 161 949
Report of the Michigan Educational Assessment Program's External Advisory Panel on Evaluation.
ED 161 950
Report on Bilingual Education, 1975-76.
ED 161 272
Michigan State Univ., East Lansing. Center for Public Policy Analysis.
The Public Administration of the Public Schools: Complex Policy Models of Educational Achievement. Final Report.
ED 161 146
Michigan State Univ., East Lansing. Coll. of Business.
Supervisory Management in the Water/Wastewater Field: Self Study Program. Revised Second Edition. Textbook and Student Manual. Lessons 1-7 and Appendix. Executive Programs of the Graduate School of Business Administration of Michigan State University.
ED 161 662
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Analogy and Credentialling. Research Series No. 6.
ED 161 835
Flexner, Accreditation, and Evaluation. Research Series No. 5.
ED 161 834
Report of a Seminar on Field Research Methods in Education. Conference Series No. 2.
ED 161 860
Research and Development Needs for the Advancement of Teacher Education. Research Series No. 8.
ED 161 859
Teachers' Concerns and Conceptions of Reading and the Teaching of Reading: A Literature Review. Occasional Paper No. 1.
ED 161 018
Michigan State Univ., East Lansing. Science and Mathematics Teaching Center.
A Guide for Teaching Regional Environmental Planning. Final Report of Project - Inservice Personnel Development: Regional Environmental Planning Workshops for Tri-County Secondary School Teachers.
ED 161 754
Michigan Univ., Ann Arbor. School of Education.
Student Rights and Discipline: Policies, Programs, and Procedures.
ED 160 926
Middlesex Community Coll., Bedford, Mass. Consumer Resource Center.
The Doing Book. An Experiential Approach to Consumer Education.
ED 160 773
Middlesex County Vocational and Technical High Schools, New Brunswick, N.J.
Safety Standards Plan for Middlesex County Vocational & Technical High Schools.
ED 160 866
Minnesota Research Coordinating Unit for Vocational Education, Minneapolis.
The Teleconference. A Supervisory Procedure in Educational Clinical Experiences.
ED 160 761
Minnesota State Dept. of Education, St. Paul.
A Study of the Need for a Teacher Education Program for Part-Time Adult Vocational Instructors in Minnesota.
ED 160 897
Minnesota Univ., Minneapolis.
A Methodology for Data Structure Assessment in Higher Education Administration. AIR Forum Paper 1978.
ED 161 377
Sources of Change in Student Credit Hour Demand in Multi-Unit Colleges and Universities. AIR Forum Paper 1978.
ED 161 392
Minnesota Univ., Minneapolis. Coll. of Education.
Adequacy of Teaching Conditions as Perceived by Administrators and Teachers. Research Paper No. 7.
ED 161 678
Applying Experimental Designs to Large-Scale Program Evaluation. Research Paper No. 2.
ED 161 676
Differences Between Teachers' Self-Ratings and Principal and University Faculty's Idealized Mathematics Teacher as Measured by a Mathematics Inventory. Research Paper No. 19.
ED 161 684
The Effect of Teacher Participation in NSF Institutes Upon Student Achievement. Research Paper No. 10. Revised Edition.
ED 161 680
Evaluation of Implementation Projects Supported by the National Science Foundation. Research Paper No. 17.
ED 161 683
A Long-Term Study of the Stability of Learning Environments. Research Paper No. 24.
ED 161 685
Predicting Teacher NTE Scores in Mathematics. Research Paper No. 15.
ED 161 682
The Relationship Between Teacher Characteristics and Student Achievement and Attitude. Research Paper No. 8.
ED 161 679
Science Teachers' Perceptions of Their Teaching Skills and Their School Conditions. Research Paper No. 5.
ED 161 677
A Strategy for Evaluating the NSF Comprehensive Program for Teacher Education. Research Paper No. 1.
ED 161 675
Student Perception of the Classroom Learning Environment in Biology, Chemistry, and Physics Courses. Research Paper No. 12.
ED 161 681
Minnesota Univ., Minneapolis. Dept. of Vocational and Technical Education.
A Study of the Need for a Teacher Education Program for Part-Time Adult Vocational Instructors in Minnesota.
ED 160 897
Minnesota Univ., Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.
Research, Development and Demonstration Center in Education of Handicapped Children. Final Report.
ED 161 201
Minnesota Univ., Minneapolis. School of Home Economics.
The Teleconference. A Supervisory Procedure in Educational Clinical Experiences.
ED 160 761
Minnesota Univ. Minnesota Research and Evaluation Center, Minneapolis.
Evaluation of USMES Implementation Projects. Evaluation Report.
ED 161 915
Minnetonka School District, Excelsior, Minn.
Goal Attainment Scaling: A Primary Method of Treatment and Program Evaluation in Project SAIL - A Special Education Dropout Prevention Program.
ED 161 191
Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.
A Review of Related Literature Concerning Components of Systems and Studies That Impact on Identification and Selection of EMRs and Slow Learners for Vocational Programs
ED 160 817
Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.
A Review of Related Literature Concerning Components of Systems and Studies That Impact on Identification and Selection of EMRs and Slow Learners for Vocational Programs.
ED 160 817
Mississippi State Univ., State College. Bureau of Educational Research.
Institutional Research as a Service Function of Higher Education: A Consortium Arrangement with Public School Districts. AIR Forum Paper 1978.
ED 161 370
Missouri State Dept. of Education, Jefferson City. Research Coordinating Unit.
Determination of Missouri Home Economics Teachers' Training Needs Related to Instruction of Handicapped Students. Final Report.
ED 160 867
An Investigation of Consumer Education Course Content and Methodology and Related Needs of Consumer Education Teachers in Missouri. Final Report.
ED 160 887
Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational Education.
Personality Characteristics, Interpersonal Values and Leadership Attitudes of Mid-Level Managers. Final Report.
ED 160 896
Missouri Univ., Columbia.
Determination of Missouri Home Economics Teachers' Training Needs Related to Instruction of Handicapped Students. Final Report.
ED 160 867
An Investigation of Consumer Education Course Content and Methodology and Related Needs of Consumer Education Teachers in Missouri. Final Report.
ED 160 887
Missouri Univ., Columbia. Dept. of Counseling and Personnel Services.
K-1 Career Guidance Activities. Early Elementary Classroom Activities.
ED 160 839
2-4 Career Guidance Activities. Intermediate Elementary Classroom Activities.
ED 160 840
5-6 Career Guidance Activities. Upper Elementary Classroom Activities.
ED 160 841
Model Secondary School for the Deaf, Washington, D.C.
Cued Speech and Total Communication.
ED 161 187
Modern Language Association of America, New York, N.Y.
Options for the Teaching of Foreign Languages, Literatures, and Cultures.
ED 161 276
Montgomery County Community Coll., Conshohocken, Pa.
A Report to the Fund for the Improvement of Postsecondary Education on the Regional Continuing Education for Women Program.
ED 160 759
Montgomery County Intermediate Unit 23, Blue Bell, Pa.
How to Help Your Child: A Guide for Parents of Multiply Handicapped Children.
ED 161 193
Pennsylvania Training and Demonstration Center for Severely and Profoundly Retarded Children: TRAC (Training, Resources, Acquisition, Control). Final Report, July 1, 1975 to September 30, 1976.
ED 161 192
Montreal Univ. (Quebec).
Interdisciplinarity: Policies and Practices. AIR Forum Paper 1978.
ED 161 366
National Academy of Education, Syracuse, N.Y.
Evaluation of Early Childhood Programs: Toward a Developmental Perspective.
ED 161 512
National Aeronautics and Space Administration, Washington, D.C.
Apollo-Soyuz Pamphlet No. 1: The Flight. Apollo-Soyuz Experiments in Space.
ED 161 717
Apollo-Soyuz Pamphlet No. 2: X-Rays, Gamma-Rays. Apollo-Soyuz Experiments in Space.
ED 161 718
Apollo-Soyuz Pamphlet No. 3: Sun, Stars, In Between. Apollo-Soyuz Experiments in Space.
ED 161 719
Apollo-Soyuz Pamphlet No. 4: Gravitational Field. Apollo-Soyuz Experiments in Space.
ED 161 720
Apollo-Soyuz Pamphlet No. 5: The Earth from Orbit. Apollo-Soyuz Experiments in Space.
ED 161 721
Apollo-Soyuz Pamphlet No. 6: Cosmic Ray Dosage. Apollo-Soyuz Experiments in Space.
ED 161 722
Apollo-Soyuz Pamphlet No. 7: Biology in Zero-G. Apollo-Soyuz Experiments in Space.
ED 161 723
Apollo-Soyuz Pamphlet No. 8: Zero-G Technology. Apollo-Soyuz Experiments in Space.
ED 161 724
Apollo-Soyuz Pamphlet No. 9: General Science. Apollo-Soyuz Experiments in Space.
ED 161 725
Mars: The Viking Discoveries.
ED 161 728
National Assessment of Educational Progress, Ann Arbor, Mich.
Report of the Michigan Educational Assessment Program's External Advisory Panel on Evaluation.
ED 161 950
National Association of Independent Colleges and Universities, Washington, D.C.
A State-National Information Network for Independent Higher Education. AIR Forum Paper 1978.
ED 161 394
National Association of State Directors of Special Education, Washington, D.C.
Due Process in Special Education: A Step-by-Step Resource Manual for Hearing Officers.
ED 161 174
National Board of General Education, Helsinki (Finland).
Small Schools and Combined Grades in Finland. Information Bulletin No 3, 1978.
ED 161 564
National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Changes in Social Studies Performance, 1972-76. Selected Results from the Second Assessment of Social Studies.
ED 161 791
National Center for Education Statistics (DHEW), Washington, D.C.
Bias Resulting from Nonresponse: Methodology and Findings, Revised. Technical Report on NLS Base-Year Estimates.
ED 161 918
Data Collection Activities for the Second Follow-Up (August 1974 through June 1975). National Longitudinal Study of the High School Class of 1972. Final Report.
ED 161 919
School File Documentation. National Longitudinal Study of the High School Class of 1972.
ED 161 920
The Third Assessment of Science, 1976-77. Released Exercise Set.
ED 161 686
National Center for Education Statistics (DHEW), Washington, D.C. Educational Data Standards Branch.
First Follow-Up Survey. Final Methodological Report. Longitudinal Studies of Educational Effects. National Longitudinal Study of the High School Class of 1972.
ED 161 921
National Center on Child Abuse and Neglect (DHEW/OHD), Washington, D.C.
Case Management for Children's Protective Services.
ED 160 906
Identification and Definition of Factors Causally Associated with Child Abuse and Neglect. Final Report.
ED 161 221
Multidisciplinary Teams in Child Abuse and Neglect Programs. A Special Report from the National Center on Child Abuse and Neglect, August, 1978.
ED 161 202
Volunteers in Child Abuse and Neglect Programs. A Special Report from the National Center on Child Abuse and Neglect, August, 1978.
ED 161 203
National Committee, Arts for the Handicapped, Washington, D.C.
Arts for the Handicapped Child. Why?
ED 161 214
National Council of Teachers of English, Urbana, Ill.
Creative Writing in the Classroom: An Annotated Bibliography of Selected Resources (K-12).
ED 161 038
National Council of Teachers of English, Urbana, Ill. Research Foundation.
A Comparison of Reading Miscues and Writing Miscues.
ED 161 009
Miscue Analysis in Writing.
ED 161 078
Miscue Analysis: The Writing of Three Hispanic American Students in a Class of Twenty Fourth Graders.
ED 161 077
Sentence Combining and Reading.
ED 161 080
A Short History of Sentence Combining: Its Limitations and Use.
ED 161 079
National Criminal Justice Information and Statistics Service (Dept. of Justice/LEAA), Washington, D.C.
Compensating Victims of Violent Crime: Potential Costs and Coverage of a National Program.
ED 160 972
National Education Association, Washington, D.C.
The Florida Accountability Program: An Evaluation of Its Educational Soundness and Implementation.
ED 161 954
Gifted and Talented Students. What Research Says to the Teacher.
ED 161 222
National Endowment for the Humanities (NFAH), Washington, D.C.
A Source Book for Taxation: Myths and Realities.
ED 161 782
Taxation: Myths and Realities. A Courses by Newspaper Reader.
ED 161 783//
Walking Through History. The Seaports of Black Rock and Southport.
ED 161 780
National Field Research Center Inc., Iowa City, Iowa.
National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Abstract.
ED 161 731
National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Air.
ED 161 732
National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Composite I (Environmental Engineering/Health).
ED 161 733
National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Composite II (Education/Ecology).
ED 161 734
National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Energy.
ED 161 735
National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Noise.
ED 161 736
National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Pesticides.
ED 161 737
National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Potable Water II (Multiple Degree Programs).
ED 161 739
National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Potable Water I (Single Degree Programs).
ED 161 738
National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Private Sector.
ED 161 740
National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Radiation.
ED 161 741
National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Solid Waste.
ED 161 742
National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Summary.
ED 161 745
National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Wastewater II (Multiple Degree Programs).
ED 161 744
National Environmental/Energy Workforce Assessment, Phase II, Post-Secondary Education Profile: Wastewater I (Single Degree Programs).
ED 161 743
National Fire Prevention and Control Administration (DOC), Washington, D.C.
Maryland Fire-Rescue Education and Training System. Organizational Design.
ED 160 832
National Indian Education Association, Minneapolis, Minn.
American Indian Library Services State of the Art Report.
ED 161 573
National Indian Health Board, Inc., Denver, Colo.
National Indian Health Board Position on Indian Preference.
ED 161 580
National Indian Training and Research Center, Tempe, Ariz.
Evaluation Title IV Program Indian Education Act. Rice School District No. 20, San Carlos, Arizona.
ED 161 572
National Institutes of Health (DHEW), Bethesda, Md.
Hamstring Injuries An Examination of Possible Causes.
ED 161 840
National Institutes of Health (DHEW), Bethesda, Md. Div. of Research Resources.
The Consequences of Same-Sex, Cross-Sex, and Androgynous Preferences.
ED 160 967
National Inst. of Child Health and Human Development (NIH), Bethesda, Md. Center for Population Research.
Sex and Authority in the Workplace: The Causes of Sexual Inequality. Discussion Paper No. 506-78.
ED 162 042
National Inst. of Education (DHEW), Washington, D.C.
Analogy and Credentialling. Research Series No. 6.
ED 161 835
Calculators and Unary Operations: A Position Paper with Instructional Suggestions. Project Paper 77-7.
ED 161 672
Characteristics of SUN Learners (First and Second Offering). Statistical Summary No. 1.
ED 161 307
Characteristics of SUN Learners (First Five Offerings). Statistical Summary No. 4.
ED 161 309
Characteristics of SUN Learners (First Four Offerings). Statistical Summary No. 3.
ED 161 308
Coder Drift: A Reliability Problem for Teacher Observations.
ED 161 897
Community Groups: Keeping Them Alive & Well. Keys to Community Involvement Series: 1.
ED 161 117
Community Surveys: Grassroots Approaches. Keys to Community Involvement Series: 13.
ED 161 129
Compensatory Education Study. Final Report to Congress from the National Institute of Education.
ED 161 996
Competency-Based Education and the World of Work.
ED 160 730
Competency-Based Education Viewed from The System.''
ED 160 732
Compilation of a Communication Skills Lexicon Coded with Linguistic Information. Technical Report No. 58.
ED 161 041
Creative Writing in the Classroom: An Annotated Bibliography of Selected Resources (K-12).
ED 161 038
Cultural Factors in Learning and Instruction. ERIC/CUE Urban Diversity Series, Number 56.
ED 162 012
The Determination of the Financial Needs of Adult Part-Time Students in Postsecondary Education. Final Report, Volume I.
ED 161 331
A Developmental Study of the Retention of Narrative Material. Final Report.
ED 160 978
Directory of Social Studies/Social Science Service Organizations. Second Edition.
ED 161 772
Discourse Functions of Inversion Constructions. Technical Report No. 98.
ED 160 998
Effective Groups: Guidelines for Participants. Keys to Community Involvement Series: 9.
ED 161 125
ERIC References on Urban and Minority Education.
ED 162 013
Evaluation of Early Childhood Programs: Toward a Developmental Perspective.
ED 161 512
An Examination of Goals of Potential and Actual Learners: University of Mid-America/State University of Nebraska. Working Paper No. 1 and Executive Summary.
ED 161 310
Excerpt from the Proposal for the National Expansion of School Self-Renewal: Activities and Requirements for Developing a National Renewal Program. Final Report.
ED 161 989
An Experiment on Social Information Processing Among Teachers. Report No. 243.
ED 161 846
Family Status and Standardized Achievement Tests As Contingencies For Black and White College Entry. Report No. 239.
ED 161 952
Final Report. Ethnic Minorities in American Labor Markets.
ED 161 788
Finding the Right'' Information: A Search Strategy. Keys to Community Involvement Series: 12.
ED 161 128
Flexner, Accreditation, and Evaluation. Research Series No. 5.
ED 161 834
Gifted and Talented Children: Update. Program 112.
ED 161 210
Governing Boards & Community Councils: Building Successful Partnerships. Keys to Community Involvement Series: 6.
ED 161 122
Group Decision Making: Styles & Suggestions. Keys to Community Involvement Series: 2.
ED 161 118
Group Leadership: Understanding, Guiding, & Sharing. Keys to Community Involvement Series: 15.
ED 161 131
Group Progress: Recognizing & Removing Barriers. Keys to Community Involvement Series: 10.
ED 161 126
Home Visitor's Notebook
ED 161 521//
Home Visitor's Resource Materials.
ED 161 523//
How Good Is Your Teacher? Options in Education Transcript: Program No. 134.
ED 161 854
How Young People Find Career-Entry Jobs: A Review of the Literature.
ED 160 821
Identification of Predictors of Coding Performance: Selecting Subjects to be Trained to Use Observation Systems.
ED 161 898
Improving Children's Prose Comprehension: Selected Strategies That Seem to Succeed. Theoretical Paper No. 72.
ED 160 975
Innovative Projects: Making Them Standard Practice. Keys to Community Involvement Series: 7.
ED 161 123
Kids in Mental Institutions. Part II. Program 131.
ED 161 209
Kids in Mental Institutions. Part I. Program 130.
ED 161 208
Learning Disabilities. Part II. Program 114.
ED 161 207
Learning Disabilities. Part I. Program 113.
ED 161 206
Legal and Legislative Implications of Competency-Based Education. Paper No. 5, Series of 6.
ED 160 729
Management Implications of Team Teaching: Final Report.
ED 161 153
The Management Team. ERIC/CEM Research Analysis Series, Number 43.
ED 161 112
Measurement Systems Viewed as Cognitive Structures. Final Report.
ED 161 947
Measuring and Improving Group Effectiveness. Keys to Community Involvement Series: 11.
ED 161 127
Memos and Resource Lists from ERIC/ECE: 1978.
ED 161 520
Module Development Handbook.
ED 160 776
A Monadic Module Alias a Unary Unit. Project Paper 77-5.
ED 161 670
Parent's Notebook.
ED 161 522//
Participant, Instructor, Planner: Perspectives on the Teacher's Role in Inservice Education.
ED 161 875
Pedagogy and Competency-Based Education. Paper No. 3, Series of 6.
ED 160 731
Perception and Retention in Children's Reading. Final Report.
ED 160 981
Personal & Professional Development: An Individualized Approach. Keys to Community Involvement Series: 5.
ED 161 121
Planning for Change: Three Critical Elements. Keys to Community Involvement Series: 4.
ED 161 120
Problem Solving. A Five-Step Model. Keys to Community Involvement Series: 3.
ED 161 119
Profiles of Successful Innovating Secondary Schools: Associated Network of IGE Middle, Junior, and Senior High Schools and Other Schools with Innovative Programs, 1978. Working Paper No. 231.
ED 161 156
Program-Fair Evaluation of Instructional Programs: Initial Results of the Kindergarten Reading Readiness Inquiry.
ED 161 519
The Public Administration of the Public Schools: Complex Policy Models of Educational Achievement. Final Report.
ED 161 146
Report from the United States: The Privacy Act of 1974 and the Social Sciences Need for Access to Data.
ED 161 785
Report of a Seminar on Field Research Methods in Education. Conference Series No. 2.
ED 161 860
Research and Development Needs for the Advancement of Teacher Education. Research Series No. 8.
ED 161 859
School Before Six: A Diagnostic Approach. Volume II (Revised Edition).
ED 161 517
School Before Six: A Diagnostic Approach. Volume I (Revised Edition).
ED 161 516
Searchlight: Relevant Resources in High Interest Areas. Mid-Career Change: An Overview of Counseling Practices and Programs.
ED 160 905
Sex Differences in the Career Decision-Making Process. Final Report.
ED 160 833
Significant Other Influence, Career Choice and Achievement: Selective Theoretical and Conceptual Approaches. Research and Development Series No. 111.
ED 160 742

Simulation of Financial Needs and Contributions of Adult Part-Time Students. Final Report. Volume II.
ED 161 330
Simultaneous Equations Models of the Educational Process for U.S. Minority Students: An Analysis of the EEOS and NLS of 1972 Data. Final Report.
ED 161 981
Some Monadic/Diadic Combos. Project Paper 77-6.
ED 161 671
Study Skills and Learning Strategies. Technical Report No. 104.
ED 161 000
Successful Projects: Examining the Research. Keys to Community Involvement Series: 8.
ED 161 124
Teacher Evaluation. The Best of ERIC, Number 40.
ED 161 158
Teachers' Concerns and Conceptions of Reading and the Teaching of Reading: A Literature Review. Occasional Paper No. 1.
ED 161 018
Urban Resources as Educators.
ED 162 014
Using Consultants: Getting What You Want. Keys to Community Involvement Series: 14.
ED 161 130
Vocabulary and Reading Comprehension: Instructional Effects. Technical Report No. 100.
ED 160 999
1977 State Abstracts: The State Capacity Building Program.
ED 161 444
1977 State Reports: The State Capacity Building Program.
ED 161 443

National Inst. of Education (DHEW), Washington, D.C. Finance and Productivity Group.
A Handbook for Institutional Academic and Program Planning: From Idea to Implementation.
ED 161 327

National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.
Contracting for Correctional Services in the Community. Volume I: Summary.
ED 160 762
Forcible Rape: Prosecutor Administrative and Policy Issues. Prosecutors' Volume III.
ED 160 970
The National Manpower Survey of the Criminal Justice System. Volume Five: Criminal Justice Education and Training.
ED 160 738
The National Manpower Survey of the Criminal Justice System. Volume Four: Courts.
ED 160 864
The National Manpower Survey of the Criminal Justice System. Volume One: Summary Report.
ED 160 862
The National Manpower Survey of the Criminal Justice System. Volume Six: Criminal Justice Manpower Planning.
ED 160 740
The National Manpower Survey of the Criminal Justice System. Volume Two: Law Enforcement.
ED 160 863
What Happens After Arrest? A Court Perspective of Police Operations in the District of Columbia.
ED 160 925

National Inst. of Mental Health (DHEW), Bethesda, Md.
Victims of Rape.
ED 160 971

National Inst. of Mental Health (DHEW), Rockville, Md.
The Dilution of Stereotypes: When Non-Information'' is Informative.
ED 160 962
The Earnings of Males and Marital Disruption. Discussion Paper No. 504-78.
ED 162 046
No Easy Answers: The Learning Disabled Child.
ED 161 182
Poverty and the Distribution of Mental Health Resources: Rural-Urban Comparisons. Scientific Article No. A2748, Contribution No. 5508 of the Maryland Agricultural Experiment Station.
ED 161 601
Sex and Authority in the Workplace: The Causes of Sexual Inequality. Discussion Paper No. 506-78.
ED 162 042
Sexual Stratification in the Workplace: Male-Female Differences in Economic Returns to Occupation.
ED 160 826
Social Work Practice with American Indians. A Schema for the Identification and Inclusion of American Indian Content Into the Social Work Curriculum.
ED 161 563

National Inst. of Mental Health (DHEW), Rockville, Md. Center for Minority Group Mental Health Problems.
Center for Minority Group Mental Health Programs, Division of Special Mental Health Programs. Active Grants (Abstracts).
ED 162 004

National Inst. of Mental Health (DHEW), Rockville, Md. Center for Studies of Metropolitan Problems.
Foster Parent Training Project: Course Outlines. (Revised Edition).
ED 161 515
The Neighborhood Factor in Problem Coping, Help Seeking and Social Support: Research Findings and Suggested Policy Implications.
ED 160 968

National Inst. of Mental Health (DHEW), Rockville, Md. Div. of Scientific and Public Information.
Victims of Rape.
ED 160 971

National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md.
Highlights from Drug Use Among American High School Students 1975-1977.
ED 160 969

National Learning Resource Center of Pennsylvania, King of Prussia.
Final Technical Report of the Pennsylvania Area Learning Resource Center. September 1, 1974 Through May 31, 1977.
ED 161 231
Final Technical Report of the Pennsylvania Regional Resource Center. June 1, 1974 Through May 31, 1977.
ED 161 230

National Manpower Inst., Washington, D.C.
A Charter for Improved Rural Youth Transition.
ED 161 568

National Planning Association, Washington, D.C.
The National Manpower Survey of the Criminal Justice System. Volume Five: Criminal Justice Education and Training.
ED 160 738
The National Manpower Survey of the Criminal Justice System. Volume Four: Courts.
ED 160 864
The National Manpower Survey of the Criminal Justice System. Volume One: Summary Report.
ED 160 862
The National Manpower Survey of the Criminal Justice System. Volume Six: Criminal Justice Manpower Planning.
ED 160 740
The National Manpower Survey of the Criminal Justice System. Volume Two: Law Enforcement.
ED 160 863

National Public Radio, Washington, D.C.
Gifted and Talented Children: Update. Program 112.
ED 161 210
How Good Is Your Teacher? Options in Education Transcript: Program No. 134.
ED 161 854
Kids in Mental Institutions. Part II. Program 131.
ED 161 209
Kids in Mental Institutions. Part I. Program 130.
ED 161 208
Learning Disabilities. Part II. Program 114.
ED 161 207
Learning Disabilities. Part I. Program 113.
ED 161 206

National Recreation and Park Association, Arlington, Va.
Energy Manual for Parks: A Handbook for Interpreters and Naturalists.
ED 161 673

National Registry of Emergency Medical Technicians, Columbus, Ohio.
An Audiovisual Teaching Module to Assist Examiners in the Administration of a Practical Performance Examination for the Emergency Medical Technician-Ambulance (EMT-A). Consisting of a 90-Minute Audiovisual Presentation In Either 16mm Sound or 3/4'' Video-Cassette Plus a User's Guide'' Describing in Detail the Total Examination Procedure. Final Report.
ED 161 948

National Right to Work Committee, Fairfax, Va.
Action Resulting from CEAFU's Textbook Bias Study.
ED 161 824
Classroom Treatment of the Right to Work. Revised October 1978.
ED 161 823

National School Public Relations Association, Arlington, Va.
Community Groups: Keeping Them Alive & Well. Keys to Community Involvement Series: 1.
ED 161 117
Community Surveys: Grassroots Approaches. Keys to Community Involvement Series: 13.
ED 161 129
Effective Groups: Guidelines for Participants. Keys to Community Involvement Series: 9.
ED 161 125
Finding the Right'' Information: A Search Strategy. Keys to Community Involvement Series: 12.
ED 161 128
Governing Boards & Community Councils: Building Successful Partnerships. Keys to Community Involvement Series: 6.
ED 161 122
Group Decision Making: Styles & Suggestions. Keys to Community Involvement Series: 2.
ED 161 118
Group Leadership: Understanding, Guiding, & Sharing. Keys to Community Involvement Series: 15.
ED 161 131
Group Progress: Recognizing & Removing Barriers. Keys to Community Involvement Series: 10.
ED 161 126
Innovative Projects: Making Them Standard Practice. Keys to Community Involvement Series: 7.
ED 161 123
Measuring and Improving Group Effectiveness. Keys to Community Involvement Series: 11.
ED 161 127
Personal & Professional Development: An Individualized Approach. Keys to Community Involvement Series: 5.
ED 161 121
Planning for Change: Three Critical Elements. Keys to Community Involvement Series: 4.
ED 161 120
Problem Solving. A Five-Step Model. Keys to Community Involvement Series: 3.
ED 161 119
Successful Projects: Examining the Research. Keys to Community Involvement Series: 8.
ED 161 124
Using Consultants: Getting What You Want. Keys to Community Involvement Series: 14.
ED 161 130

National Science Foundation, Washington, D.C.
Adequacy of Teaching Conditions as Perceived by Administrators and Teachers. Research Paper No. 7.
ED 161 678
Applying Experimental Designs to Large-Scale Program Evaluation. Research Paper No. 2.
ED 161 676
Case Studies in Applied Mathematics.
ED 161 756
Differences Between Teachers' Self-Ratings and Principal and University Faculty's Idealized Mathematics Teacher as Measured by a Mathematics Inventory. Research Paper No. 19.
ED 161 684
The Dilution of Stereotypes: When Non-Information'' is Informative.
ED 160 962
Discourse Functions of Inversion Constructions. Technical Report No. 98.
ED 160 998
The Effect of Teacher Participation in NSF Institutes Upon Student Achievement. Research Paper No. 10. Revised Edition.
ED 161 680
Evaluation of Implementation Projects Supported by the National Science Foundation. Research Paper No. 17.
ED 161 683
Geographers as Planners: What Skills Does the Job Require.
ED 161 806
A Long-Term Study of the Stability of Learning Environments. Research Paper No. 24.
ED 161 685
A Methodology for Designing High Level Computer Input Systems for Mathematical Programming Models. Industrial and Systems Engineering Report Series No. J-78-16.
ED 161 692
Minicourses in Astrophysics, Modular Approach, Vol. I.
ED 161 705
Minicourses in Astrophysics, Modular Approach, Vol. II.
ED 161 706
Predicting Teacher NTE Scores in Mathematics. Research Paper No. 15.
ED 161 682
Probability for Primary Grades, Student Text. Revised Edition.
ED 161 748
Probability for Primary Grades, Teacher's Commentary. Revised Edition.
ED 161 749
Profiles of Manpower in Science and Technology.
ED 161 713
The Relationship Between Teacher Characteristics and Student Achievement and Attitude. Research Paper No. 8.
ED 161 679
Report from the United States: The Privacy Act of 1974 and the Social Sciences Need for Access to Data.
ED 161 785
Science Teachers' Perceptions of Their Teaching Skills and Their School Conditions. Research Paper No. 5.
ED 161 677
Selected Bibliography of Educational Materials: Maghreb, Algeria, Libya, Morocco, Tunisia. Vol. 10, No. 3, 1976.
ED 161 802
Selected Bibliography of Educational Materials: Maghreb, Algeria, Libya, Morocco, Tunisia. Vol. 10, No. 4, 1976.
ED 161 803
Statistical Handbook of Science Education.
ED 161 663
A Strategy for Evaluating the NSF Comprehensive Program for Teacher Education. Research Paper No. 1.
ED 161 675
Student Perception of the Classroom Learning Environment in Biology, Chemistry, and Physics Courses. Research Paper No. 12.
ED 161 681
A Working Conference on Science Education for Handicapped Students: Proceedings (April 3-5, 1978).
ED 161 714

National Science Foundation, Washington, D.C. Div. of Information Science and Technology.
A Chart Book of Indicators of Scientific and Technical Communication in the United States.
ED 161 430

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.
Federal Funds for Research and Development Fiscal Years 1977, 1978, and 1979, Volume XXVII, Detailed Statistical Tables, Appendix C.
ED 161 726
Reviews of Data on Science Resources, No. 32. Employment Patterns of Recent Entrants Into Science and Engineering.
ED 161 701

National Science Foundation, Washington, D.C. RANN Program.
Energy Conservation: A Management Report for State and Local Governments and A Technical Guide for State and Local Governments.
ED 161 765
An Energy Conservation Retrofit Process for Existing Public and Institutional Facilities.
ED 161 763

National Science Teachers Association, Washington, D.C.
A Working Conference on Science Education for Handicapped Students: Proceedings (April 3-5, 1978).
ED 161 714

National Testing Service, Inc., Durham, N.C.
1977 State Abstracts: The State Capacity Building Program.
ED 161 444
1977 State Reports: The State Capacity Building Program.
ED 161 443

National Urban League, Inc., New York, N.Y.
Address by Vernon E. Jordan, Jr. at National Alliance of Black School Educators, New Orleans, Louisiana.
ED 161 966
The State of Black America, 1978.
ED 161 970

National Urban League, Inc., New York, N.Y. Education Div.
Ethnic Studies in the Social Context. Series Paper No. 4.
ED 161 967
Speech Given by Carol Gibson, Director of Education, National Urban League, Before Control Data Corporation's Two Day School Superintendents' Seminar.
ED 161 965

Navajo Area School Board Association, Window Rock, Ariz.
Social Work Practice with American Indians. A Schema for the Identification and Inclusion of American Indian Content Into the Social Work Curriculum.
ED 161 563

Naval Education and Training Command, Washington, D.C.
Radioman 3&2. (Revised).
ED 160 861

Naval Education and Training Program Development Center, Pensacola, Fla.
Radioman 3&2. (Revised).
ED 160 861

Navy Personnel Research and Development Center, San Diego, Calif.
Relating Performance in Basic Electricity and Electronics and A'' Schools.
ED 160 872

Nebraska State Dept. of Education, Lincoln.
Guidelines for Developing a Program for the Gifted and Talented. An Adaptation of a Model Provided by James Curry.
ED 161 224
ToyBrary: A Toy Lending Library for Parents and Children.
ED 161 228

New Albany - Floyd County Consolidated School Corp., Ind.
Development of a Regional Manpower Information System. Research and Development Project. Final Report.
ED 160 766

New Haven School District, Vt.
Procedures Manual of the Adult Right-To Read Project of the Vermont Adult Basic Education Program 1975-1978; Addison and Rural Chittenden Counties, Vermont.
ED 161 003

New Jersey State Dept. of Education, Trenton.
The Education of Gifted and Talented - A Basic Overview.
ED 161 223
Home Environment, Self-Concept and Urban Student Achievement: A Bibliography and Review of Research. NJ Urban Education Research Reports No. 5.
ED 161 972
Municipal Overburden in New Jersey: An Assessment. New Jersey Urban Education Research Reports No. 2.
ED 161 114
Predicting the Effect of New Jersey's New Educational Funding Law on Local Support for Education. New Jersey Urban Education Research Reports No. 3.
ED 161 115

New Jersey State Developmental Disabilities Council, Trenton.
Issues in Developmental Disabilities Evaluation and Advocacy.
ED 161 185

New Mexico State Advisory Committee to the U.S. Commission on Civil Rights, Santa Fe.
Indian Employment in New Mexico State Government.
ED 161 566
Indian Employment in New Mexico State Government: 1977.
ED 161 567

New York City Board of Education, Brooklyn, N.Y. Div. of High Schools.
High Points.
ED 161 991

New York City Economic Development Council, N.Y.
Basic Questions Asked about School Self-Renewal.
ED 161 990
Excerpt from the Proposal for the National Expansion of School Self-Renewal: Activities and Requirements for Developing a National Renewal Program. Final Report.
ED 161 989

New York Law School, N.Y. Consumer Law Training Center.
Training Consumer Educators: A Curriculum and Program Handbook. A Report on the Experience of the Consumer Law Training Center.
ED 160 764

New York State Dept. of Social Services, Albany.
Citizen Action Manual: How to Effect Change in the Adoption/Foster Care System.
ED 161 513

New York State Education Dept., Albany.
Conducting Leadership Training Workshops.
ED 160 816
New York State Consortium for Career Education. Career Education Program, July 1, 1975-June 30, 1976. Project Performance Report, Volume 1.
ED 160 779
New York State Consortium for Career Education. Career Education Program, July 1, 1975-June 30, 1976. Project Performance Report, Volume 2.
ED 160 780
A Planning Program to Develop Career Path Workshops for Women Students.
ED 161 511
Teachers' Manual for Career Education: Instilling Readiness for Decision-Making.
ED 160 798

New York State Education Dept., Albany. Bureau of General Education Curriculum Development.
Developmental Draft for Regents Chemistry Syllabus.
ED 161 752
General High School Mathematics.
ED 161 767
Ideas for Strengthening Mathematics Skills.
ED 161 730
Toward Civic Responsibility.
ED 161 808

New York State Education Dept., Albany. Bureau of Occupational Education Curriculum Development.
Trade Masonry Syllabus.
ED 160 815

New York State Education Dept., Albany. Bureau of Two-Year Coll. Programs.
Guidance Services for the Physically Disabled Two-Year College Student: A Counselor's Manual.
ED 161 490

New York State Education Dept., Albany. Div. of Research.
Factor Analysis of Cognitive, Behavioral, Socioeconomic And Related Characteristics of Prekindergarten Children. Technical Paper #16.
ED 161 917

New York State Education Dept. Albany, Grants Administration Unit.
1973 Career Graduates: A Profile of CUNY Community College Students.
ED 161 470

New York State English to Speakers of Other Languages and Bilingual Educators Association, New York.
Collected Papers in Teaching English as a Second Language and Bilingual Education: Themes, Practices, Viewpoints.
ED 161 242

New York State Office for the Aging, Albany.
The Social-Psychological Aspects of Aging.
ED 160 908

New York Univ., N.Y. Center for Field Research and School Services.
Evaluation of Selected New York City Board of Education Umbrella Programs for the 1974-1975 School Year.
ED 161 962

North American Council on Adoptable Children, Riverside, Calif.
Citizen Action Manual: How to Effect Change in the Adoption/Foster Care System.
ED 161 513

North American Indian Travelling Coll., Cornwall Island (Ontario).
A Coloring Book of Contributions from the Original People of the Americas.
ED 161 575//
Thanksgiving Address of the North American Indian Ohenton Kariwatehkwen.
ED 161 576//

North Carolina State Dept. of Community Colleges, Raleigh.
Basic Mathematics Review. Information Sheets and Worksheets for Apprentice and Vocational Students. Revised to Meet 1975 Electrical Code.
ED 160 876
Instructor's Manual for Electrical Apprentice Technical Training. Series No. A (First Year). Revised to Meet 1978 Electrical Code.
ED 160 878
Instructor's Manual for Electrical Apprentice Technical Training. Series No. B (Second Year). Revised to Meet 1978 Electrical Code.
ED 160 880
Instructor's Manual for Electrical Apprentice Technical Training. Series No. C (Third Year). Revised to Meet 1978 Electrical Code.
ED 160 882
Instructor's Manual for Electrical Apprentice Technical Training. Series No. D (Fourth Year). Revised to Meet 1978 Electrical Code.
ED 160 884
Jobsite Supervisor Instructor's Manual for Electrical Apprentice Technical Training. Revised to Meet 1978 Electrical Code.
ED 160 877
Related Instructional Material for Electrical Apprentice Technical Training. Student Worksheets. Series C (Third Year). Revised to Meet 1978 Electrical Code.
ED 160 883
Related Instructional Material for Electrical Apprentice Technical Training. Student Worksheets. Series D (Fourth Year). Revised to Meet 1978 Electrical Code.
ED 160 885
Related Instructional Material for Electrical Apprentice Technical Training. Student Worksheets. Series No. A (First Year). Revised to Meet 1978 Electrical Code.
ED 160 879
Related Instructional Material for Electrical Apprentice Technical Training. Student Worksheets. Series No. B (Second Year). Revised to Meet 1978 Electrical Code.
ED 160 881
Supplementary Materials for Electrical Apprentice Technical Training. First, Second, Third, and Fourth Year Manuals. Material Demonstrations and Training Film List. Revised to Meet 1975 Electrical Code.
ED 160 875

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Educational Media.
What On Earth? Teacher's Guide. An Instructional Television Series for Eighth-Grade Earth Science.
ED 161 761

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Occupational Education.
Education for Business. Program Planning Guide & Courses of Study. Revised.
ED 160 834

North Carolina Univ., Chapel Hill. Center for Human Communication Research.
Robeson County Compensatory Indian Education Project. Project Evaluation and Final Report.
ED 161 605

North Carolina Univ., Chapel Hill. Frank Porter Graham Center.
Language Intervention. A Sampling of Selected Programs for Severe, Moderate, and Mild Impairments 1969-1975.
ED 161 184

North Carolina Univ., Chapel Hill. Inst. for Research in Social Science.
Urban Ethnic Conflict: A Comparative Perspective. Comparative Urban Studies, Monograph No. 3.
ED 161 994//

North Carolina Univ., Chapel Hill. Technical Assistance Development System.
Product Listing. An Annotated Bibliography of Materials Developed by Eastern HCEEP Programs.
ED 161 225

North Dakota State Board for Vocational Education, Bismarck. Research Coordinating Unit.
Model for Articulated Counseling Services. Final Report. Research Series No. 49.
ED 160 812

Northeastern Illinois Univ., Chicago.
An Investigation of Counseling Learning/Community Language Learning. Papers in Linguistics, 1974-1977: A Collection of M.A. Papers from Students in the Linguistics Department of Northeastern Illinois University.
ED 161 293
Language Contact: Spanish in the 70's. Papers in Linguistics, 1974-1977: A Collection of M.A. Papers from Students in the Linguistics Department of Northeastern Illinois University.
ED 161 292

Northeastern Illinois Univ., Chicago. Dept. of Linguistics.
Phonological Evidence for Coordinate and Compound Bilingualism. Papers in Linguistics, 1974-1977: A Collection of M.A. Papers from Students in the Linguistics Department of Northeastern Illinois University.
ED 161 291
Universals in Second Language Acquisition: Focus on English. Papers in Linguistics, 1974-1977: A Collection of M.A. Papers from Students in the Linguistics Department of Northeastern Illinois University.
ED 161 290

Northeast Superintendent and School Board Consulting Services, Inc., Merrimack, N.H.
New Hampshire High School Career Education Model. Final Evaluation Report.
ED 160 782

Northern Illinois Univ., De Kalb.
Postsecondary Education and the Hispanic Student.
ED 161 319

Northern Illinois Univ., De Kalb. Graduate Studies in Adult Continuing Education.
Adult Basic Education Sourcebook: Answers to Questions Commonly Asked by ABE/GED Instructors.
ED 160 899

Northern Iowa Univ., Cedar Falls. Mathematics Learning Center.
Getting to Know the Calculator. Problem Solving Project.
ED 161 757

Northern Virginia Community Coll., Alexandria.
Status Report on TICCIT 1977-78.
ED 161 468

Northwestern Univ., Evanston, Ill. Dept. of Psychology.
Report from the United States: The Privacy Act of 1974 and the Social Sciences Need for Access to Data.
ED 161 785

Northwest Regional Educational Lab., Portland, Oreg.
Community Groups: Keeping Them Alive & Well. Keys to Community Involvement Series: 1.
ED 161 117
Community Surveys: Grassroots Approaches. Keys to Community Involvement Series: 13.
ED 161 129
Effective Groups: Guidelines for Participants. Keys to Community Involvement Series: 9.
ED 161 125
Finding the Right'' Information: A Search Strategy. Keys to Community Involvement Series: 12.
ED 161 128
Governing Boards & Community Councils: Building Successful Partnerships. Keys to Community Involvement Series: 6.
ED 161 122
Group Decision Making: Styles & Suggestions. Keys to Community Involvement Series: 2.
ED 161 118
Group Leadership: Understanding, Guiding, & Sharing. Keys to Community Involvement Series: 15.
ED 161 131
Group Progress: Recognizing & Removing Barriers. Keys to Community Involvement Series: 10.
ED 161 126
Innovative Projects: Making Them Standard Practice. Keys to Community Involvement Series: 7.
ED 161 123
Measuring and Improving Group Effectiveness. Keys to Community Involvement Series: 11.
ED 161 127
Personal & Professional Development: An Individualized Approach. Keys to Community Involvement Series: 5.
ED 161 121
Planning for Change: Three Critical Elements. Keys to Community Involvement Series: 4.
ED 161 120
Problem Solving. A Five-Step Model. Keys to Community Involvement Series: 3.
ED 161 119
Program Evaluation Skills for Busy Administrators.
ED 161 887
Successful Projects: Examining the Research. Keys to Community Involvement Series: 8.
ED 161 124
Using Consultants: Getting What You Want. Keys to Community Involvement Series: 14.
ED 161 130
Workshop Leaders's Guide. To Accompany: Program Evaluation Skills for Busy Administrators.
ED 161 888

Northwest Regional Educational Lab., Portland, Oreg. Office of Research and Evaluation Services.
Sources of Values Influencing Educational Evaluation. Research, Evaluation, Development Paper Series No. 7.
ED 161 889

Northwest Special Education, Lignite, N. Dak.
Project Overview.
ED 161 170

Ocean County Coll., Toms River, N.J.
Traditional vs. Non-Traditional Calendar: A Case Analysis of Faculty, Students and Administrative Opinions in a Medium-Sized Public Community College. Report 78-79-02.
ED 161 491

Office of Bilingual Education (DHEW/OE), Washington, D.C.
Intermediate SCDC Spanish Curricula Units. Language Arts, Unit 1, Kits 1-4, Supplement & Ditto Packet.
ED 161 597
Intermediate SCDC Spanish Curricula Units. Language Arts, Unit 1, Kits 1-4, Teacher's Guide.
ED 161 596
Learning Achievement Packages. Mexican American Studies, English-Spanish.
ED 161 595
SCDC Spanish Curricula Units. Fine Arts Strand, Unit 3, Grade One, Teacher's Guide Multi-Ethnic Edition.
ED 161 586
SCDC Spanish Curricula Units. Fine Arts Strand, Unit 6, Grade 2, Supplement & Ditto Packet.
ED 161 638
SCDC Spanish Curricula Units. Fine Arts Strand, Unit 6, Grade 2. Teacher's Guide Multi-Ethnic Edition.
ED 161 637
SCDC Spanish Curricula Units. Fine Arts Strand, Unit 7, Grade 3, Supplement & Ditto Packet.
ED 161 646
SCDC Spanish Curricula Units. Fine Arts Strand, Unit 7, Grade 3, Teacher's Guide Multi-Ethnic Edition.
ED 161 645
SCDC Spanish Curricula Units. Fine Arts Strand, Unit 8, Grade 3, Supplement & Ditto Packet.
ED 161 651
SCDC Spanish Curricula Units. Fine Arts Strand, Unit 8, Grade 3, Teacher's Guide Multi-Ethnic Edition.
ED 161 650
SCDC Spanish Curricula Units. Fine Arts Strand, Unit 9, Grade 3, Supplement & Ditto Packet.
ED 161 626
SCDC Spanish Curricula Units. Fine Arts Strand, Unit 9, Grade 3, Teacher's Guide.
ED 161 625
SCDC Spanish Curricula Units. Fine Arts, Unit 10, Grade 3, Supplement & Ditto Packet.
ED 161 614
SCDC Spanish Curricula Units. Fine Arts, Unit 10, Grade 3, Teacher's Guide.
ED 161 613
SCDC Spanish Curricula Units. Fine Arts, Unit 4, Grade Two, Teacher's Guide.
ED 161 639
SCDC Spanish Curricula Units. Fine Arts, Unit 4, Grade 2, Supplements & Ditto Packet.
ED 161 640
SCDC Spanish Curricula Units. Language Arts Strand, Unit 7, Grade 3, Teacher's Guide Multi-Ethnic Edition.
ED 161 647
SCDC Spanish Curricula Units. Language Arts Strand, Unit 8, Grade 3, Supplement & Ditto Packet.
ED 161 657
SCDC Spanish Curricula Units. Language Arts Strand, Unit 8, Grade 3, Teacher's Guide Multi-Ethnic Edition.
ED 161 656
SCDC Spanish Curricula Units. Language Arts Strand, Unit 9, Grade 3, Supplement & Ditto Packet.
ED 161 622
SCDC Spanish Curricula Units. Language Arts Strand, Unit 9, Grade 3, Teacher's Guide.
ED 161 621
SCDC Spanish Curricula Units. Language Arts, Unit 10, Grade 3, Supplement & Ditto Packet.
ED 161 612

SCDC Spanish Curricula Units. Language Arts, Unit 10, Grade 3, Teacher's Guide. ED 161 611

SCDC Spanish Curricula Units. Language Arts, Unit 4, Grade Two, Supplement & Ditto Packet. ED 161 594

SCDC Spanish Curricula Units. Language Arts, Unit 4, Grade Two, Teacher's Guide. ED 161 593

SCDC Spanish Curricula Units. Language Arts, Unit 6, Grade 2, Supplement & Ditto Packet. ED 161 630

SCDC Spanish Curricula Units. Language Arts, Unit 6, Grade 2, Teacher's Guide. ED 161 629

SCDC Spanish Curricula Units. Science/Math Strand, Unit 1, Grade One, Teacher's Guide. ED 161 582

SCDC Spanish Curricula Units. Science/Math Strand, Unit 3, Grade One, Supplement & Ditto Packet. ED 161 588

SCDC Spanish Curricula Units. Science/Math Strand, Unit 3, Grade One, Teacher's Guide Multi-Ethnic Edition. ED 161 587

SCDC Spanish Curricula Units. Science/Math Strand, Unit 4, Grade Two, Teacher's Guide. ED 161 589

SCDC Spanish Curricula Units. Science/Math Strand, Unit 4, Grade 2, Supplements & Ditto Packet. ED 161 590

SCDC Spanish Curricula Units. Science/Math Strand, Unit 6, Grade 2, Supplement & Ditto Packet. ED 161 636

SCDC Spanish Curricula Units. Science/Math Strand, Unit 6, Grade 2, Teacher's Guide Multi-Ethnic Edition. ED 161 635

SCDC Spanish Curricula Units. Science/Math Strand, Unit 7, Grade 3, Supplement & Ditto Packet. ED 161 644

SCDC Spanish Curricula Units. Science/Math Strand, Unit 7, Grade 3, Teacher's Guide Multi-Ethnic Edition. ED 161 643

SCDC Spanish Curricula Units. Science/Math Strand, Unit 8, Grade 3, Supplement & Ditto Packet. ED 161 653

SCDC Spanish Curricula Units. Science/Math Strand, Unit 8, Grade 3, Teacher's Guide Multi-Ethnic Edition. ED 161 652

SCDC Spanish Curricula Units. Science/Math Strand, Unit 9, Grade 3, Supplement & Ditto Packet. ED 161 628

SCDC Spanish Curricula Units. Science/Math Strand, Unit 9, Grade 3, Teacher's Guide. ED 161 627

SCDC Spanish Curricula Units. Science/Math, Unit 1, Grade One, Supplement & Ditto Packet. ED 161 583

SCDC Spanish Curricula Units. Science/Math, Unit 10, Grade 3, Supplement & Ditto Packet. ED 161 616

SCDC Spanish Curricula Units. Science/Math, Unit 10, Grade 3, Teacher's Guide. ED 161 615

SCDC Spanish Curricula Units. Social Science Strand, Unit 6, Grade 2, Supplement & Ditto Packet. ED 161 634

SCDC Spanish Curricula Units. Social Science Strand, Unit 7, Grade 3, Supplement & Ditto Packet. ED 161 642

SCDC Spanish Curricula Units. Social Science Strand, Unit 7, Grade 3, Teacher's Guide Multi-Ethnic Edition. ED 161 641

SCDC Spanish Curricula Units. Social Science Strand, Unit 8, Grade 3, Supplement & Ditto Packet. ED 161 655

SCDC Spanish Curricula Units. Social Science Strand, Unit 8, Grade 3, Teacher's Guide Multi-Ethnic Edition. ED 161 654

SCDC Spanish Curricula Units. Social Science Strand, Unit 9, Grade 3, Supplement & Ditto Packet. ED 161 620

SCDC Spanish Curricula Units. Social Science Strand, Unit 9, Grade 3, Teacher's Guide. ED 161 619

SCDC Spanish Curricula Units. Social Science, Unit 10, Grade 3, Supplement & Ditto Packet. ED 161 618

SCDC Spanish Curricula Units. Social Science, Unit 10, Grade 3, Teacher's Guide. ED 161 617

SCDC Spanish Curricula Units. Social Science, Unit 6, Grade 2, Teacher's Guide. ED 161 633

SCDC Spanish Curricula Units. Spanish SL Strand, Unit 10, Grade 3, Supplement & Ditto Packet. ED 161 610

SCDC Spanish Curricula Units. Spanish SL Strand, Unit 10, Grade 3, Teacher's Guide. ED 161 609

SCDC Spanish Curricula Units. Spanish SL Strand, Unit 3, Grade One, Supplement & Ditto Packet. ED 161 585

SCDC Spanish Curricula Units. Spanish SL Strand, Unit 3, Grade One, Teacher's Guide. ED 161 584

SCDC Spanish Curricula Units. Spanish SL Strand, Unit 4, Grade Two, Supplement & Ditto Packet. ED 161 592

SCDC Spanish Curricula Units. Spanish SL Strand, Unit 4, Grade Two, Teacher's Guide. ED 161 591

SCDC Spanish Curricula Units. Spanish SL Strand, Unit 6, Grade 2, Supplement & Ditto Packet. ED 161 632

SCDC Spanish Curricula Units. Spanish SL Strand, Unit 7, Grade 3, Supplement & Ditto Packet. ED 161 649

SCDC Spanish Curricula Units. Spanish SL Strand, Unit 7, Grade 3, Teacher's Guide Multi-Ethnic Edition. ED 161 648

SCDC Spanish Curricula Units. Spanish SL Strand, Unit 8, Grade 3, Supplement & Ditto Packet. ED 161 659

SCDC Spanish Curricula Units. Spanish SL Strand, Unit 8, Grade 3, Teacher's Guide Multi-Ethnic Edition. ED 161 658

SCDC Spanish Curricula Units. Spanish SL Strand, Unit 9, Grade 3, Supplement & Ditto Packet. ED 161 624

SCDC Spanish Curricula Units. Spanish SL Strand, Unit 9, Grade 3, Teacher's Guide. ED 161 623

SCDC Spanish Curricula Units. Spanish SL, Unit 6, Grade 2, Teacher's Guide. ED 161 631

Office of Career Education (DHEW/OE), Washington, D.C.

Career Education Demonstration Project for American Indian Children. Final Report. ED 160 777

Career Education Personnel Training Center. Pinellas County Public Schools. Final Report. ED 160 799

Center for Career Education in the Arts. Annual Report, July 1, 1975 to June 30, 1976. ED 160 803

Coordinated Use of Mass Media for the Development and Delivery of Career Education. Final Report. And A Study of Awareness of and Interest in the Career Education Program in the New Haven Area . ED 160 794

Evaluating Career Education in the Arts: The Arts Center, Pawtucket, Rhode Island. ED 160 802

Greenwood Career Education Project. Final Project Performance Report. ED 160 800

Highline's Career Education for Gifted & Talented Students. Annual Report. ED 160 796

Incremental Improvement of Career Education in Utah. Final Report. ED 160 797

Living Skills Center for the Visually Handicapped. Career Education Program Project Performance Reports. ED 160 795

New Hampshire High School Career Education Model. Final Evaluation Report. ED 160 782

The New Hampshire High School Career Education Model. Final Report. ED 160 781

New York State Consortium for Career Education. Career Education Program, July 1, 1975-June 30, 1976. Project Performance Report, Volume 1. ED 160 779

New York State Consortium for Career Education. Career Education Program, July 1, 1975-June 30, 1976. Project Performance Report, Volume 2. ED 160 780

Penetrating School Strata through Career Education. Program Evaluation. ED 160 778

Quality Incremental Improvements in the Implementation of a Career-Centered Curriculum for Grades 1-12. Final Report. ED 160 801

Teachers' Manual for Career Education: Instilling Readiness for Decision-Making. ED 160 798

Third Party Evaluation Report for the Wisconsin Career Education Consortium, Project No. 554AH50646. ED 160 787

Wisconsin K-12 Career Education Consortium. Final Project Performance Report. Volume II of Two Volumes. ED 160 786

Wisconsin K-12 Career Education Consortium. Final Project Performance Report. Volume I of Two Volumes. ED 160 785

YEDPA and Career Education. ED 160 793

Office of Child Development (DHEW), Washington, D.C.

Family Resource Center. Final Report. ED 161 205

Office of Child Development (DHEW), Washington, D.C. Early Childhood Research and Evaluation Branch.

National Home Start Evaluation: Field Procedures Manual. ED 161 544

National Home Start Evaluation. Interim Report V: Case Studies. ED 161 543

Office of Education (DHEW), Washington, D.C.

Adult Basic Education Sourcebook: Answers to Questions Commonly Asked by ABE/GED Instructors. ED 160 899

Articulation of Bookkeeping/Accounting Competencies between Secondary and Postsecondary Levels in the Lakeshore VTAE District. Final Report. ED 160 749

Arts for the Handicapped Child. Why? ED 161 214

Audit and Evaluation of the Georgia Comprehensive Career Guidance Project, Grades 7-12. Final Report. ED 160 874

Cape Verdeans in America: Our Story. ED 161 773

Caves to Condos...Food, Shelter, Clothing. Introduction to Practical Arts, Grades 7 and 8. A Non-Sexist Curriculum Guide. ED 160 871

Comprehensive Career Guidance. Career Guidance Curriculum. Staff Development K-6. ED 160 844

Comprehensive Career Guidance. Classroom Meetings. Staff Development K-6. ED 160 847

Comprehensive Career Guidance. Competency Rating Scale Manual. Grades K-1. ED 160 836

Comprehensive Career Guidance. Competency Rating Scale Manual. Grades 2-4. ED 160 837

Comprehensive Career Guidance. Competency Rating Scale Manual. Grades 5-6. ED 160 838

Comprehensive Career Guidance. Developing Self Worth. Staff Development K-6. ED 160 848

Comprehensive Career Guidance. Improving Classroom Behavior. Staff Development K-6. ED 160 845

Comprehensive Career Guidance. Methods Guide. K-6 Career. ED 160 842

Comprehensive Career Guidance. Parent Education and Consultation. Staff Development K-6. ED 160 846

Comprehensive Career Guidance. Responsible Assertiveness Training. Staff Development K-6. ED 160 849

Crossing Cultures Third World Women. A Book of Materials, Activities, and Ideas for the Classroom Teacher. ED 162 028

Culturally Responsive Early Childhood Education Programs for Non-English Speaking Children. ED 161 277

Deliberate Psychological Education. Growth through Human Understanding. Leader's Handbook. ED 160 858

Development and Field Test of a Multi-Purpose Computerized Vocational Counseling Program for Providing Placement, Occupational and Educational Information to Unemployed Adults, Handicapped Persons and Inmates in Correctional Institutions. Final Report. Volume I of III: Project Results. ED 160 736

Distributive Education Programs. A Program Information Publication. ED 160 827

The Educational Environment. Leader's Handbook . ED 160 854

The Effects of Role Playing in Elementary School Classrooms on Children with Low Sociometric Status. Final Report 50.3. ED 161 837

Equity in School Athletics: A Guide. ED 162 026

Evaluation of the South Dakota Career Education Project. A Technical Report. ED 160 784

Exemplary Programs in Special Education. National Diffusion Network. ED 161 194

Facilitating Interpersonal Skills Development: A Human Relations Training Approach. ED 160 851

Faculty Development in Individualized Education Project (1976-1978). Final Report. ED 161 315

Fair Play. A Bibliography of Non-Stereotyped Materials. ED 162 021

Fair Play. A Bibliography of Nonstereotyped Materials. Volume II. ED 162 022

The Feasibility of Using Work Evaluation as a Tool for Assessment in Adult Basic Education. Final Report. A Sub-Project of the Graduate Student Project, Phase II. ED 160 808

Female Access to Careers in Engineering Technology. Exemplary Project in Vocational Education Conducted under Section 132 of Public Law 94-482. Final Report. ED 160 829

A First Year Look at the National Diffusion/Adoption Network. Program Highlights. ED 161 865

Goal Attainment Scaling: A Primary Method of Treatment and Program Evaluation in Project SAIL - A Special Education Dropout Prevention Program. ED 161 191

A Guide for Teaching Regional Environmental Planning. Final Report of Project - Inservice Personnel Development: Regional Environmental Planning Workshops for Tri-County Secondary School Teachers. ED 161 754

Home Economics Unlimited. ED 162 030

How to Write Criterion-Referenced Tests for Spanish-English Bilingual Programs. ED 161 281

Index of Interim, Supplemental, and Final Reports from Career Education Pilot Projects Supported under Part C and Part D of Public Law 90-576. ED 160 894

Individual Advisory System. ED 160 856

Job Title Analysis for Selected Job Titles in Horticulture. Final Report. ED 160 889

K-1 Career Guidance Activities. Early Elementary Classroom Activities. ED 160 839

Learning Activity Packets for Minimal Mathematics Competencies in Vocational Education. Exemplary Project in Vocational Education Conducted under Public Law 90-576, Section 132 of P.L 94-482. Final Report. ED 160 830

Life Career Planning: Values, Decisions and Goals. Leader's Handbook . ED 160 852

Metro Ways to Understanding: Volume I: A Plan for the Voluntary Elimination of Racial and Ethnic Isolation in the Schools of the Boston Metropolitan Area. ED 162 001

A Needs Based Vocational Guidance Program. Exemplary Project in Vocational Education Conducted under Part C of Public Law 90-576. Final Report. ED 160 835

Options for the Teaching of Foreign Languages, Literatures, and Cultures. ED 161 276

A Planning Program to Develop Career Path Workshops for Women Students. ED 161 511

Private Vocational Schools and Public Policy. ED 160 895

Program Evaluation Skills for Busy Administrators. ED 161 887

Project Overview. ED 161 170

Region V Invitational Workshop on Professional Development. Final Evaluation Report. ED 160 788

Relating with Significant Others. Leader's Handbook . ED 160 853

Report on the Study of Cooperative Materials Examination Centers for Wisconsin. ED 161 451

A Report to the Fund for the Improvement of Postsecondary Education on the Regional Continuing Education for Women Program. ED 160 759

Responsibility for Educational Tasks: Role Perceptions in West Virginia. ED 161 847

A Review of Related Literature Concerning Components of Systems and Studies That Impact on Identification and Selection of EMRs and Slow Learners for Vocational Programs. ED 160 817

Robeson County Compensatory Indian Education Project. Project Evaluation and Final Report. ED 161 605

Robeson County Indian Education Needs Assessment, FY-79. ED 161 606

School Before Six: A Diagnostic Approach. Volume II (Revised Edition). ED 161 517

School Before Six: A Diagnostic Approach. Volume I (Revised Edition). ED 161 516

Selected Bibliography of Educational Materials: Maghreb, Algeria, Libya, Morocco, Tunisia. Vol. 10, No. 3, 1976. ED 161 802

Selected Bibliography of Educational Materials: Maghreb, Algeria, Libya, Morocco, Tunisia. Vol. 10, No. 4, 1976. ED 161 803

Self Validation: Putting the Pieces Together. Leader's Handbook . ED 160 855

Some Reflections on the Role of Linguistics in the Preparation of Bilingual/ Cross-Cultural Teachers. Bilingual Education Paper Series, Vol. 1, No. 12. ED 161 274

Sourcebook for Sex Equality: In-Service Training. An Annotated Listing of Materials and Media for Affirmative Action In-Service Training. Bibliographic Series, 2. ED 162 024

Sourcebook for Sex Equality: Small Presses. An Annotated Listing of Small Presses and Alternative Sources for Books and Media. Bibliographic Series, 1. ED 162 023

South Dakota Career Education Project: A Sequential Demonstration Model in Career Education Coordinating the Efforts of State Agencies to Effect an Inservice and Curriculum Development Program in Selected School Systems. Final Performance Report. ED 160 783

Staff Development in Career Guidance: A Facilitator's Handbook. ED 160 843

State Postsecondary Education Institutional Authorization and Oversight. A National Report and Inservice Education Program. Summary and Synthesis of the Conference. ED 161 326

Strategies for Equality: Guidance, Social Studies, Physical Education. ED 162 027

Student Rights and Discipline: Policies, Programs, and Procedures. ED 160 926

A Study of the Need for a Teacher Education Program for Part-Time Adult Vocational Instructors in Minnesota. ED 160 897

Teaching Tips on Cultural Differences in Vocational Education. A Guidebook of Selected Activities for Teaching Students Who Are Ethnically and/or Culturally Different. ED 160 767

Texas State Library: Library Services and Construction Act. Annual Report, FFY 1977. ED 161 427

Training Consumer Educators: A Curriculum and Program Handbook. A Report on the Experience of the Consumer Law Training Center. ED 160 764

Work and Leisure Environments. Leader's Handbook . ED 160 857

Work Evaluation for Economically and Educationally Disadvantaged Families of Barron County. Final Report. ED 160 763

Workshop Leaders's Guide. To Accompany: Program Evaluation Skills for Busy Administrators. ED 161 888

2-4 Career Guidance Activities. Intermediate Elementary Classroom Activities. ED 160 840

5-6 Career Guidance Activities. Upper Elementary Classroom Activities. ED 160 841

Office of Education (DHEW), Washington, D. C. Library and Information Sciences Branch.

American Indian Library Services State of the Art Report. ED 161 573

Office of Education (DHEW), Washington, D.C. Office for Gifted and Talented.

Educational Planning for the Gifted. Overcoming Cultural, Geographic and Socioeconomic Barriers ED 161 173

Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

An Evaluation of the Emergency School Aid Act Nonprofit Organization: Vol. II, A Description of Local Program Operations. ED 161 998

A Study of Library Cooperatives, Networks and Demonstration Projects. Final Report. Volume I: Findings and Recommendations. ED 161 405

A Study of Library Cooperatives, Networks and Demonstration Projects. Final Report. Volume II: Case Study Reports: Twelve Projects Supported by the HEA II-B Library Research and Demonstration Program and LSCA III Multitype Library Cooperation and Networking in Ten States. ED 161 406

Office of Education (DHEW), Washington, D.C. Right to Read Program.

Procedures Manual of the Adult Right-To Read Project of the Vermont Adult Basic Education Program 1975-1978; Addison and Rural Chittenden Counties, Vermont. ED 161 003

Office of Education (DHEW), Washington, D.C. Teacher Corps.

Adapting Teaching Styles to Learning Styles. ED 161 870

Faculty Development for Inservice Education in the Schools. ED 161 876

Field-Based Clinical Inservice Education. Eleventh Cycle Teacher Corps. ED 161 849

Office of Human Development (DHEW), Washington, D.C.

Habilitation of the Severely and Profoundly Retarded: Volume II. Reports from the Specialized Training Program. ED 161 171

Office of Human Development (DHEW), Washington, D.C. Office of Developmental Disabilities.

Visual Symbol Communication Instruction, Part I: Receptive Instruction. Experimental Edition. ED 161 212

Office of Libraries and Learning Resources (DHEW/OE), Washington, D.C.

Yadkin Valley Early Childhood Creative Library Project. Final Summary Report. ED 161 550

Office of Naval Research, Arlington, Va.

Sam A Story Understander. Research Report No. 43. ED 161 024

Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Tailor-APL: An Interactive Computer Program for Individual Tailored Testing. Technical Report No. 5. ED 161 886

Understanding and Appreciating Metaphors. Technical Report No. 11. ED 160 979

Office of Naval Research, Washington, D.C. Personnel and Training Branch.

Implied Orders As A Basis For Tailored Testing. Final Report. Technical Report No. 6. ED 161 922

Office of Naval Research, Washington, D.C. Psychological Sciences Div.

Psychometrics, Mathematical Psychology, and Cognition: Confessions of a Closet Psychometrician. Technical Report No. 10. ED 161 958

Office of Public Affairs (DHEW/OE), Washington, D.C.

Education in Action: 50 Ideas That Work. ED 161 540

Office of the Assistant Secretary for Education (DHEW), Washington, D.C.

Lifelong Learning and Public Policy. ED 160 859

Office of the Deputy Chief of Staff for Personnel (Army), Washington, D.C.

Criterion-Referenced Job Proficiency Testing: A Large Scale Application. Research Report 1193. ED 161 953

Ohio Agricultural Research and Development Center, Wooster.

Application of Sludges and Wastewaters on Agricultural Land: A Planning and Educational Guide, MCD-35. Research Bulletin 1090. ED 161 750

Ohio State Dept. of Education, Columbus.

Calculator. ED 160 870

Calculator. Owning a Small Business. ED 160 869

Mathematics Unipac. Computers. ED 160 868

Ohio State Univ., Columbus. Instruction and Research Computer Center.

Method Dependent Opinion Leadership: Implications for Ascertainment of Black Community Needs for Public Television Stations. ED 161 409

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Index of Interim, Supplemental, and Final Reports from Career Education Pilot Projects Supported under Part C and Part D of Public Law 90-576. ED 160 894

Module Development Handbook. ED 160 776

Role and Responsibility of Industry in the Professional Development of Vocational Educators. ED 160 745

Significant Other Influence, Career Choice and Achievement: Selective Theoretical and Conceptual Approaches. Research and Development Series No. 111. ED 160 742

Using Community-Wide Collaborative Councils for the Professional Development of Vocational Educators. ED 160 747

Working Effectively with the Community Power Structure. ED 160 746

50 Ways to Get More Out of Your Advisory Committee. ED 160 748

Ohio Univ., Athens. Broadcast Research Center.

An Evaluation of Ascertainment Data Collection Methods Appropriate to Rural Areas. Final Report. ED 161 410

Oklahoma State Advisory Committee to the United States Commission on Civil Rights, Oklahoma City.

The Quest for Equal Employment Opportunity in Oklahoma State Government. A Report Prepared by the Oklahoma Advisory Committee to the United States Commission on Civil Rights. ED 162 011

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Unit of Instruction: Writing, Teaching, Supplementing. ED 160 733

Oklahoma Vocational Research Coordinating Unit, Stillwater.

Validation of Agricultural Mechanics Curriculum Manual. ED 160 819

Ontario Inst. for Studies in Education, Toronto.

The Elderly (Student Book). Value Reasoning Series. ED 161 862//

The Elderly: Teacher's Manual. Value Reasoning Series. ED 161 861//

Ontario Ministry of Community and Social Services, Toronto.

Compensatory Education for Preschoolers: A Non-Technical Report on the U.W.O. Preschool Project. Research Bulletin No. 440. ED 161 555

Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.

The Developmental Testing of A101: A Follow-up Study. ED 161 446

Oregon State Dept. of Education, Salem.

Home Economics for Oregon Schools. Nutrition & Foods. ED 160 789

Program Evaluation Skills for Busy Administrators. ED 161 887

Workshop Leaders's Guide. To Accompany: Program Evaluation Skills for Busy Administrators. ED 161 888

Oregon Univ., Eugene. Center at Oregon for Research in the Behavioral Education of the Handicapped.

The Effects of Repeated Treatment on the Maintenance of Social Behavior. Report No. 38. ED 161 239

Oregon Univ., Eugene. Center for Educational Policy and Management.

Management Implications of Team Teaching: Final Report. ED 161 153

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

The Management Team. ERIC/CEM Research Analysis Series, Number 43. ED 161 112

Teacher Evaluation. The Best of ERIC, Number 40. ED 161 158

Oregon Univ., Eugene. Rehabilitation Research and Training Center in Mental Retardation.

Habilitation of the Severely and Profoundly Retarded: Volume II. Reports from the Specialized Training Program. ED 161 171

Organisation for Economic Cooperation and Development, Paris (France).

Decision-Making in Educational Systems: The Experience in Three OECD Countries. Country Projects: Synthesis and Evaluation, Volume I. ED 161 794

Decision-Making in Educational Systems: The Experience in Three O.E.C.D. Countries. Country Reports: Summaries, Volume II. ED 161 795

Parma City School District, Ohio.

Calculator. ED 160 870

Calculator. Owning a Small Business. ED 160 869

Mathematics Unipac. Computers. ED 160 868

Partnership for Rural Improvement, Pullman, Wash.

Partnership for Rural Improvement. Annual Report, 1977-78 for the W.K. Kellogg Foundation, Battle Creek, Michigan. ED 161 571

Peace Corps, Washington, D.C.

Health Vocabulary, 1966. Guide for Translation into the Language, Chinyanja, of the Host Country, Malawi. ED 161 241

Peace Corps Handbook, Spring 1977. ACTION Pamphlet No. 4200.7. ED 161 707

Peace Corps Program & Training Journal, Vol. IV, No. 6. ED 161 708

The Volunteers Speak Again: The Second Annual Survey of Peace Corps Volunteers. ED 161 709

Pennsylvania Association of Colleges and Universities, Harrisburg.

Presidents' Vital Signs: Implications for Institutional Decision Making. AIR Forum Paper 1978. ED 161 384

Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Evaluation of Funded Projects for Development of Vocational Instructional Materials (Conclusion of Two Year Project). Final Report. Vocational-Technical Education Research Report, Volume 15, Number 12. ED 160 828

Identifying Competencies Needed to Train Vocational Teachers to Teach Disadvantaged Students in the Inner Cities of Pennsylvania. ED 160 818

Teacher Expectancy Related to Student Performance in Vocational Education. ED 160 890

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Special and Compensatory Education.

Final Technical Report of the Pennsylvania Area Learning Resource Center. September 1, 1974 Through May 31, 1977. ED 161 231

Final Technical Report of the Pennsylvania Regional Resource Center. June 1, 1974 Through May 31, 1977. ED 161 230

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.

Coordinated In-Service Activities for Health Occupations Teachers in Central Pennsylvania. Final Report. Vocational-Technical Education Research Report. Health Occupations, Monograph Number 8. Volume 16, Number 2 (Departmental Classification Number). ED 160 741

Course of Study for Secondary Level Bookkeeping/Accounting. Final Report. ED 160 893

The Role of Guidance in Business Education. ED 160 831

Pennsylvania State Univ., University Park.

Identifying Competencies Needed to Train Vocational Teachers to Teach Disadvantaged Students in the Inner Cities of Pennsylvania. ED 160 818

Pennsylvania State Univ., University Park. Coll. of Education.

Role Playing as an Imaginative Experience for Language Growth. ED 161 524

Pennsylvania State Univ., University Park. Dept. of Agricultural Education.

Teacher Expectancy Related to Student Performance in Vocational Education. ED 160 890

Pennsylvania State Univ., University Park. Div. of Occupational and Vocational Studies.

Coordinated In-Service Activities for Health Occupations Teachers in Central Pennsylvania. Final Report. Vocational-Technical Education Research Report. Health Occupations, Monograph Number 8. Volume 16, Number 2 (Departmental Classification Number). ED 160 741

The Development of a Series of Recommendations and Procedures Required in Administration of a Centralized Program of Occupational Competency Assessment. ED 160 754

Evaluation of Funded Projects for Development of Vocational Instructional Materials (Conclusion of Two Year Project). Final Report. Vocational-Technical Education Research Report, Volume 15, Number 12. ED 160 828

Selected Attitudes Dealing with Individualized and Traditional Instruction.
ED 160 814

Pennsylvania State Univ., University Park. Office of Budget and Planning.
The Uses of Student Market Segmentation Techniques in College Recruitment. AIR Forum Paper 1978.
ED 161 402

Phi Delta Kappa Educational Foundation, Bloomington, Ind.
Management by Objectives in the Schools.
ED 161 842

Philadelphia Community Coll., Pa.
A Report to the Fund for the Improvement of Postsecondary Education on the Regional Continuing Education for Women Program.
ED 160 759

Phillips Academy, Andover, Mass.
Learning in Adolescence. The Andover Review: A Journal for Secondary Education, Spring 1978. Special Issue . And Learning in Adolescence II. The Andover Review: A Journal for Secondary Education, Fall 1978. Special Issue .
ED 161 781

Pierce Coll., Woodland Hills, Calif.
Pierce College Longitudinal Study: First Year Report.
ED 161 482

Pinellas County District School Board, Clearwater, Fla.
Career Education Personnel Training Center. Pinellas County Public Schools. Final Report.
ED 160 799

Pittsburg Univ., Pa. Office of Planning and Budget.
Adequacy of Budget Formulas for Balancing Institutional Needs and Resources in Non-Growth Periods. AIR Forum Paper 1978.
ED 161 333

Policy Studies in Education, New York, N.Y.
Evaluating Career Education in the Arts: The Arts Center, Pawtucket, Rhode Island.
ED 160 802

Polk Community Coll., Winter Haven, Fla.
Enrollment Patterns of Occupational Non-Credit Students in the Two-Year College.
ED 161 466

Population Inst., Washington, D.C.
Community Survey on the Status of Women. 2nd Edition.
ED 160 739

President's Committee on Mental Retardation, Washington, D.C.
Mental Retardation and the Law: A Report on Status of Current Court Cases. July 1978.
ED 161 180

Prix Jeunesse Foundation, Munich (Germany).
Children and Parents in our Television Programmes.
ED 161 456

Public Health Service (DHEW), Rockville, Md. Indian Health Service.
National Indian Health Board Position on Indian Preference.
ED 161 580

Public Technology, Inc., Washington, D.C.
Energy Conservation: A Management Report for State and Local Governments and A Technical Guide for State and Local Governments.
ED 161 765
An Energy Conservation Retrofit Process for Existing Public and Institutional Facilities.
ED 161 763

Purdue Univ., Lafayette, Ind.
Job Title Analysis for Selected Job Titles in Horticulture. Final Report.
ED 160 889
National Project III, Elevating the Importance of Teaching. Fund Associate's Final Report.
ED 161 312

Purdue Univ., Lafayette, Ind. Dept. of Industrial Education.
The Development of a Competency Based Teacher Education Curriculum Model. Final Report.
ED 160 744

Rand Corp., Santa Monica, Calif.
Collective Bargaining by Teachers: Issues and Evidence.
ED 161 147
An Evaluation of the Emergency School Aid Act Nonprofit Organization: Vol. II, A Description of Local Program Operations.
ED 161 998
Major Federal Regulations Governing Social Science Research.
ED 161 809
The Social Effects of Cable Television.
ED 161 447
Text Annotation: A Technique for Facilitating Knowledge Integration.
ED 161 086
The Urban Impacts of Federal Policies: Vol. 3, Fiscal Conditions.
ED 162 038
White Flight, Demographic Transition, and the Future of School Desegregation.
ED 162 000

Regional Inst. of Social Welfare Research, Athens, Ga.
Case Management for Children's Protective Services.
ED 160 906
Two Community Protective Service Systems: Nature and Effectiveness of Service Intervention.
ED 160 907

Relatina Publications, Chicago, Ill.
Careers for Bilinguals. Volume One. Student Workbook .
ED 160 727//
Careers for Bilinguals. Volume One. Teacher's Manual.
ED 160 726//

Research Corp., New York, N.Y.
From Carver to Hill, and On.
ED 162 015

Research Triangle Inst., Durham, N.C.
Bias Resulting from Nonresponse: Methodology and Findings, Revised. Technical Report on NLS Base-Year Estimates.
ED 161 918

Research Triangle Inst., Durham, N.C. Center for Educational Research and Evaluation.
First Follow-Up Survey. Final Methodological Report. Longitudinal Studies of Educational Effects. National Longitudinal Study of the High School Class of 1972.
ED 161 921
School File Documentation. National Longitudinal Study of the High School Class of 1972.
ED 161 920

Research Triangle Inst., Durham, N.C. Statistics Research Div.
Data Collection Activities for the Second Follow-Up (August 1974 through June 1975). National Longitudinal Study of the High School Class of 1972. Final Report.
ED 161 919

Rhode Island State Council on the Arts, Providence.
Center for Career Education in the Arts. Annual Report, July 1, 1975 to June 30, 1976.
ED 160 803
Evaluating Career Education in the Arts: The Arts Center, Pawtucket, Rhode Island.
ED 160 802

Roanoke County Public Libraries, Va.
The Hollins Branch Library and its Community: An Analysis of Available Data.
ED 161 439

Robert Wood Johnson Foundation, New Brunswick, N.J.
A Manpower Policy for Primary Health Care: Report of a Study.
ED 161 768

Robeson County Compensatory Indian Education Project, Lumberton, N.C.
Robeson County Compensatory Indian Education Project. Project Evaluation and Final Report.
ED 161 605
Robeson County Indian Education Needs Assessment, FY-79.
ED 161 606

Rochelle Township High School District 212, Ill.
Finding Information in the Library: A Guide to Reference Sources for Rochelle High School Students. Second Edition.
ED 161 460
Student Activity Workbook for Use with Finding Information in the Library.
ED 161 461

Rochester Univ., N.Y. Coll. of Arts and Sciences.
Effects of Coping and Mastery Modeling on Experienced and Inexperienced Pedodontic Patients' Disruptiveness.
ED 161 535

Roosevelt Univ., Chicago, Ill.
Self-Study Report by Roosevelt University on the Impact of Government Programs and the Cost of Compliance With Government Regulations for the Sloan Commission on Government and Higher Education.
ED 161 306

Rowland School District, Rowland Heights, Calif.
The Educational Programs Audit Dress Rehearsal; Paradigm One: Practice Makes Perfect or How a New Approach to the Audit Helps Programs Succeed.
ED 161 213

Russell Sage Foundation, New York, N.Y.
Family Status and Standardized Achievement Tests As Contingencies For Black and White College Entry. Report No. 239.
ED 161 952

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.
Safety Standards Plan for Middlesex County Vocational & Technical High Schools.
ED 160 866

Rutgers, The State Univ., New Brunswick, N.J. Training Inst. for Sex Desegregation of the Public Schools.
Crossing Cultures Third World Women. A Book of Materials, Activities, and Ideas for the Classroom Teacher.
ED 162 028
Equity in School Athletics: A Guide.
ED 162 026
Fair Play. A Bibliography of Non-Stereotyped Materials.
ED 162 021
Fair Play. A Bibliography of Nonstereotyped Materials. Volume II.
ED 162 022
Home Economics Unlimited.
ED 162 030
People* Working . . . *Especially Women . . . A Book of Materials, Activities, and Ideas for the Classroom Teacher.
ED 162 025
Sourcebook for Sex Equality: In-Service Training. An Annotated Listing of Materials and Media for Affirmative Action In-Service Training. Bibliographic Series, 2.
ED 162 024
Sourcebook for Sex Equality: Small Presses. An Annotated Listing of Small Presses and Alternative Sources for Books and Media. Bibliographic Series, 1.
ED 162 023
Strategies for Equality: Guidance, Social Studies, Physical Education.
ED 162 027

San Diego Unified School District, Calif.
Family Studies I. Course Objectives, Content Analysis, Supporting Objectives and Content Generalizations.
ED 160 790
Home Management 7: Child Care Unit. Course Objectives, Content Analysis, Supporting Objectives and Content Generalizations.
ED 160 791

San Jose State Coll. Foundation, Calif.
The Effectiveness of Teaching Strategies on Performance of Handicapped Pupils.
ED 161 236

San Jose State Univ., Calif.
Adapting Teaching Styles to Learning Styles.
ED 161 870

Scientific Manpower Commission, Washington, D.C.
Science and Engineering Careers: A Bibliography.
ED 161 751

Shippensburg State Coll., Pa.
A Study to Determine the Utilization of Shorthand in Pennsylvania Offices.
ED 160 886

Small Coll. Consortium, Washington, D.C.
An Evaluation of the Small College Consortium, 1977-78. A Title III Project. Part I: Survey Results.
ED 161 311

Social and Rehabilitation Service (DHEW), Washington, D.C.
Family Resource Center. Final Report.
ED 161 205
Habilitation of the Severely and Profoundly Retarded: Volume II. Reports from the Specialized Training Program.
ED 161 171
Two Community Protective Service Systems: Nature and Effectiveness of Service Intervention.
ED 160 907

Social Science Education Consortium, Inc., Boulder, Colo.
Directory of Social Studies/Social Science Service Organizations. Second Edition.
ED 161 772

Social Science Research Council, New York, N.Y.
Children Are the Revolution: Day Care in Cuba.
ED 161 560//

South Dakota State Advisory Committee to the U.S. Commission on Civil Rights.
A Charter for Improved Rural Youth Transition.
ED 161 568
Liberty and Justice for All.
ED 161 599
Native American Justice Issues in North Dakota.
ED 161 600

South Dakota State Dept. of Education and Cultural Affairs, Pierre.
Evaluation of the South Dakota Career Education Project. A Technical Report.
ED 160 784
South Dakota Career Education Project: A Sequential Demonstration Model in Career Education Coordinating the Efforts of State Agencies to Effect an Inservice and Curriculum Development Program in Selected School Systems. Final Performance Report.
ED 160 783

South Dakota Univ., Vermillion. Educational Research and Service Center.
Evaluation of the South Dakota Career Education Project. A Technical Report.
ED 160 784

South Dakota Univ., Vermillion. School of Education.
Career Education Demonstration Project for American Indian Children. Final Report.
ED 160 777

Southern Illinois Univ., Carbondale.
Competency Based Curriculum for Agricultural Occupations Programs Phase I Developing an Occupational Matrix and Completing a Job Title Purposive Study. Final Report.
ED 160 820

Southern Rural Development Center, State College, Miss.
Annual Progress Report, 1978. Southern Rural Development Center, Mississippi State University. SRDC Series Publication No. 28.
ED 161 603
Impact of Governmental Transfer Payments on Human Resource Development A Bibliography. SRDC Bibliography Series No. 8.
ED 161 570

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
Compilation of a Communication Skills Lexicon Coded with Linguistic Information. Technical Report No. 58.
ED 161 041
Program-Fair Evaluation of Instructional Programs: Initial Results of the Kindergarten Reading Readiness Inquiry.
ED 161 519

Spanish Curricula Development Center, Miami Beach, Fla.
Intermediate SCDC Spanish Curricula Units. Language Arts, Unit 1, Kits 1-4, Supplement & Ditto Packet.
ED 161 597
Intermediate SCDC Spanish Curricula Units. Language Arts, Unit 1, Kits 1-4, Teacher's Guide.
ED 161 596
SCDC Spanish Curricula Units. Fine Arts Strand, Unit 3, Grade One, Teacher's Guide Multi-Ethnic Edition.
ED 161 586
SCDC Spanish Curricula Units. Fine Arts Strand, Unit 6, Grade 2, Supplement & Ditto Packet.
ED 161 638
SCDC Spanish Curricula Units. Fine Arts Strand, Unit 6, Grade 2, Teacher's Guide Multi-Ethnic Edition.
ED 161 637
SCDC Spanish Curricula Units. Fine Arts Strand, Unit 7, Grade 3, Supplement & Ditto Packet.
ED 161 646
SCDC Spanish Curricula Units. Fine Arts Strand, Unit 7, Grade 3, Teacher's Guide Multi-Ethnic Edition.
ED 161 645
SCDC Spanish Curricula Units. Fine Arts Strand, Unit 8, Grade 3, Supplement & Ditto Packet.
ED 161 651
SCDC Spanish Curricula Units. Fine Arts Strand, Unit 8, Grade 3, Teacher's Guide Multi-Ethnic Edition.
ED 161 650
SCDC Spanish Curricula Units. Fine Arts Strand, Unit 9, Grade 3, Supplement & Ditto Packet.
ED 161 626
SCDC Spanish Curricula Units. Fine Arts Strand, Unit 9, Grade 3, Teacher's Guide.
ED 161 625
SCDC Spanish Curricula Units. Fine Arts, Unit 10, Grade 3, Supplement & Ditto Packet.
ED 161 614
SCDC Spanish Curricula Units. Fine Arts, Unit 10, Grade 3, Teacher's Guide.
ED 161 613
SCDC Spanish Curricula Units. Fine Arts, Unit 4, Grade Two, Teacher's Guide.
ED 161 639
SCDC Spanish Curricula Units. Fine Arts, Unit 4, Grade 2, Supplements & Ditto Packet.
ED 161 640
SCDC Spanish Curricula Units. Language Arts Strand, Unit 7, Grade 3, Teacher's Guide Multi-Ethnic Edition.
ED 161 647
SCDC Spanish Curricula Units. Language Arts Strand, Unit 8, Grade 3, Supplement & Ditto Packet.
ED 161 657
SCDC Spanish Curricula Units. Language Arts Strand, Unit 8, Grade 3, Teacher's Guide Multi-Ethnic Edition.
ED 161 656
SCDC Spanish Curricula Units. Language Arts Strand, Unit 9, Grade 3, Supplement & Ditto Packet.
ED 161 622
SCDC Spanish Curricula Units. Language Arts Strand, Unit 9, Grade 3, Teacher's Guide.
ED 161 621
SCDC Spanish Curricula Units. Language Arts, Unit 10, Grade 3, Supplement & Ditto Packet.
ED 161 612
SCDC Spanish Curricula Units. Language Arts, Unit 10, Grade 3, Teacher's Guide.
ED 161 611
SCDC Spanish Curricula Units. Language Arts, Unit 4, Grade Two, Supplement & Ditto Packet.
ED 161 594
SCDC Spanish Curricula Units. Language Arts, Unit 4, Grade Two, Teacher's Guide.
ED 161 593
SCDC Spanish Curricula Units. Language Arts, Unit 6, Grade 2, Supplement & Ditto Packet.
ED 161 630
SCDC Spanish Curricula Units. Language Arts, Unit 6, Grade 2, Teacher's Guide.
ED 161 629
SCDC Spanish Curricula Units. Science/Math Strand, Unit 1, Grade One, Teacher's Guide.
ED 161 582
SCDC Spanish Curricula Units. Science/Math Strand, Unit 3, Grade One, Supplement & Ditto Packet.
ED 161 588
SCDC Spanish Curricula Units. Science/Math Strand, Unit 3, Grade One, Teacher's Guide Multi-Ethnic Edition.
ED 161 587
SCDC Spanish Curricula Units. Science/Math Strand, Unit 4, Grade Two, Teacher's Guide.
ED 161 589
SCDC Spanish Curricula Units. Science/Math Strand, Unit 4, Grade 2, Supplements & Ditto Packet.
ED 161 590
SCDC Spanish Curricula Units. Science/Math Strand, Unit 6, Grade 2, Supplement & Ditto Packet.
ED 161 636
SCDC Spanish Curricula Units. Science/Math Strand, Unit 6, Grade 2, Teacher's Guide Multi-Ethnic Edition.
ED 161 635
SCDC Spanish Curricula Units. Science/Math Strand, Unit 7, Grade 3, Supplement & Ditto Packet.
ED 161 644
SCDC Spanish Curricula Units. Science/Math Strand, Unit 7, Grade 3, Teacher's Guide Multi-Ethnic Edition.
ED 161 643
SCDC Spanish Curricula Units. Science/Math Strand, Unit 8, Grade 3, Supplement & Ditto Packet.
ED 161 653
SCDC Spanish Curricula Units. Science/Math Strand, Unit 8, Grade 3, Teacher's Guide Multi-Ethnic Edition.
ED 161 652
SCDC Spanish Curricula Units. Science/Math Strand, Unit 9, Grade 3, Supplement & Ditto Packet.
ED 161 628
SCDC Spanish Curricula Units. Science/Math Strand, Unit 9, Grade 3, Teacher's Guide.
ED 161 627
SCDC Spanish Curricula Units. Science/Math, Unit 1, Grade One, Supplement & Ditto Packet.
ED 161 583
SCDC Spanish Curricula Units. Science/Math, Unit 10, Grade 3, Supplement & Ditto Packet.
ED 161 616
SCDC Spanish Curricula Units. Science/Math, Unit 10, Grade 3, Teacher's Guide.
ED 161 615
SCDC Spanish Curricula Units. Social Science Strand, Unit 6, Grade 2, Supplement & Ditto Packet.
ED 161 634
SCDC Spanish Curricula Units. Social Science Strand, Unit 7, Grade 3, Supplement & Ditto Packet.
ED 161 642
SCDC Spanish Curricula Units. Social Science Strand, Unit 7, Grade 3, Teacher's Guide Multi-Ethnic Edition.
ED 161 641
SCDC Spanish Curricula Units. Social Science Strand, Unit 8, Grade 3, Supplement & Ditto Packet.
ED 161 655
SCDC Spanish Curricula Units. Social Science Strand, Unit 8, Grade 3, Teacher's Guide Multi-Ethnic Edition.
ED 161 654
SCDC Spanish Curricula Units. Social Science Strand, Unit 9, Grade 3, Supplement & Ditto Packet.
ED 161 620
SCDC Spanish Curricula Units. Social Science Strand, Unit 9, Grade 3, Teacher's Guide.
ED 161 619
SCDC Spanish Curricula Units. Social Science, Unit 10, Grade 3, Supplement & Ditto Packet.
ED 161 618
SCDC Spanish Curricula Units. Social Science, Unit 10, Grade 3, Teacher's Guide.
ED 161 617
SCDC Spanish Curricula Units. Social Science, Unit 6, Grade 2, Teacher's Guide.
ED 161 633
SCDC Spanish Curricula Units. Spanish SL Strand, Unit 10, Grade 3, Supplement & Ditto Packet.
ED 161 610
SCDC Spanish Curricula Units. Spanish SL Strand, Unit 10, Grade 3, Teacher's Guide.
ED 161 609
SCDC Spanish Curricula Units. Spanish SL Strand, Unit 3, Grade One, Supplement & Ditto Packet.
ED 161 585
SCDC Spanish Curricula Units. Spanish SL Strand, Unit 3, Grade One, Teacher's Guide.
ED 161 584
SCDC Spanish Curricula Units. Spanish SL Strand, Unit 4, Grade Two, Supplement & Ditto Packet.
ED 161 592
SCDC Spanish Curricula Units. Spanish SL Strand, Unit 4, Grade Two, Teacher's Guide.
ED 161 591
SCDC Spanish Curricula Units. Spanish SL Strand, Unit 6, Grade 2, Supplement & Ditto Packet.
ED 161 632
SCDC Spanish Curricula Units. Spanish SL Strand, Unit 7, Grade 3, Supplement & Ditto Packet.
ED 161 649
SCDC Spanish Curricula Units. Spanish SL Strand, Unit 7, Grade 3, Teacher's Guide Multi-Ethnic Edition.
ED 161 648
SCDC Spanish Curricula Units. Spanish SL Strand, Unit 8, Grade 3, Supplement & Ditto Packet.
ED 161 659
SCDC Spanish Curricula Units. Spanish SL Strand, Unit 8. Grade 3, Teacher's Guide Multi-Ethnic Edition.
ED 161 658
SCDC Spanish Curricula Units. Spanish SL Strand, Unit 9, Grade 3, Supplement & Ditto Packet.
ED 161 624
SCDC Spanish Curricula Units. Spanish SL Strand, Unit 9, Grade 3, Teacher's Guide.
ED 161 623
SCDC Spanish Curricula Units. Spanish SL, Unit 6, Grade 2, Teacher's Guide.
ED 161 631

Spencer Foundation, Chicago, Ill.
The Evolution of Children's Friendship Cliques.
ED 161 556

Stanford Univ., Calif. Committee on Linguistics.
The Acquistion of Intervocalic Consonants in Mexican Spanish: A Cross-Sectional Study Based on Imitation Data. Papers and Reports on Child Language Development, No. 9.
ED 161 268
Development of Rhythm in Early Phonology. Papers and Reports on Child Language Development, No. 12.
ED 161 296
The Early Presuppositions and Performatives of Normal and Language Disabled Children. Papers and Reports on Child Language Development, No. 12.
ED 161 301
A Functional Analysis of Defective and Non-Defective Requests in the Speech of Mothers to Children. Papers and Reports on Child Language Development, No. 11.
ED 161 267
The Influence of the Form of the Question on the Eyewitness Testimony of Preschool Children. Papers and Reports on Child Language Development, No. 12.
ED 161 297
Language Learning Strategies: Does the Whole Equal the Sum of the Parts? Papers and Reports on Child Language Development, No. 12.
ED 161 299
A Longitudinal Study of the Acquisition of the Voicing Contrast in American-English Word-Initial Stops, as Measured by Voice Onset Time. Papers and Reports on Child Language Development, No. 14.
ED 161 305
Phonemic Discrimination and the Knowledge of Words in Children under 3 Years. Papers and Reports on Child Language Development, No. 11.
ED 161 266
Phonological Production and Perception in Verbal Autistic, Normal, and Mentally Retarded Subjects. Papers and Reports on Child Language Development, No. 12.
ED 161 300
Propositions across Utterances and Speakers. Papers and Reports on Child Language Development, No. 12.
ED 161 298
Topics in the Acquisition of Mandarin Phonology: A Case Study. Papers and Reports on Child Language Development, No. 14.
ED 161 304

Stanford Univ., Calif. School Mathematics Study Group.
Probability for Primary Grades, Student Text. Revised Edition.
ED 161 748
Probability for Primary Grades, Teacher's Commentary. Revised Edition.
ED 161 749

Starch Inra Hooper, Inc., Mamaroneck, N.Y.
Coordinated Use of Mass Media for the Development and Delivery of Career Education. Final Report. And A Study of Awareness of and Interest in the Career Education Program in the New Haven Area .
ED 160 794

State Univ. of New York, Albany.
Developmental Draft for Regents Chemistry Syllabus.
ED 161 752
General High School Mathematics.
ED 161 767
Ideas for Strengthening Mathematics Skills.
ED 161 730

State Univ. of New York, Albany. Coordinating Area No. 4.
Guidance Services for the Physically Disabled Two-Year College Student: A Counselor's Manual.
ED 161 490

State Univ. of New York, Brooklyn. Downstate Medical Center.
Identification and Definition of Factors Causally Associated with Child Abuse and Neglect. Final Report.
ED 161 221

State Univ. of New York, Ithaca. Coll. of Human Ecology at Cornell Univ.
Adoption and Continuation of Family Day Care Support Services.
ED 161 514

State Univ. of New York, Syracuse. Coll. of Forestry.
Assessment and Priority-Development for Environmental Education Resources on Jamesville Quarry, Allied Chemical Corporation. Final Report.
ED 161 747

State Univ. System of Florida, Tallahassee.
Enrollment Projections When the System Changes. AIR Forum Paper 1978.
ED 161 354

Statistics Canada, Ottawa (Ontario). Education, Science, and Culture Div.
Educational Finance (Primary-Secondary Levels) Bibliography.
ED 161 155

Syracuse Research Corp., Syracuse, N.Y.
Competency-Based Education and the World of Work.
ED 160 730
Competency-Based Education Viewed from The System.''
ED 160 732
Legal and Legislative Implications of Competency-Based Education. Paper No. 5, Series of 6.
ED 160 729
Pedagogy and Competency-Based Education. Paper No. 3, Series of 6.
ED 160 731

System Sciences, Inc., Chapel Hill, N.C.
Eliminating Sexism: Rewriting the Scripts. An Informational Guide to Sex Stereotyping, Sex Bias and Sex Discrimination. Instructor's Manual.
ED 160 753
In Search of a Job: A Simulation Activity in Occupational Decision-Making. Instructor's Manual.
ED 160 756
Needs Assessment Procedure: Mainstreaming Handicapped. Volume I. Final Technical Report.
ED 160 891
Needs Assessment Procedure: Mainstreaming Handicapped. Volume II. A Manual for Vocational Education Administrators. Final Report.
ED 160 892
Sex Stereotyping, Bias, and Discrimination in the World of Work: A Workbook. Instructor's Manual.
ED 160 755
Strategies to Eliminate Sex Stereotyping and Sex Bias: An Administrator's Manual.
ED 160 752
The Testing of Selected Strategies to Eliminate Sex Bias in Vocational Education Programs. Executive Summary.
ED 160 757
The Testing of Selected Strategies to Eliminate Sex Bias in Vocational Education Programs. Final Report. Volume I. Final Technical Report.
ED 160 758

Systems Research, Inc., Washington, D.C.
An Evaluation of the Small College Consortium, 1977-78. A Title III Project. Part I: Survey Results.
ED 161 311

Temple Univ., Philadelphia, Pa.
A Report to the Fund for the Improvement of Postsecondary Education on the Regional Continuing Education for Women Program.
ED 160 759
A Study of Individualized, Personalized Teaching.
ED 161 864

Temple Univ., Philadelphia, Pa. Div. of Vocational Education.
Course of Study for Secondary Level Bookkeeping/Accounting. Final Report.
ED 160 893

Tennessee State Board of Regents, Nashville.
Review of Academic Degree Programs: Striving to Keep Higher Education Viable in a Time of Limited Resources. AIR Forum Paper 1978.
ED 161 390

Tennessee Univ., Chattanooga.
The University of Tennessee at Chattanooga Computer Services Plan.
ED 161 431

Tennessee Univ., Knoxville. Coll. of Education.
Development and Field Test of a Multi-Purpose Computerized Vocational Counseling Program for Providing Placement, Occupational and Educational Information to Unemployed Adults, Handicapped Persons and Inmates in Correctional Institutions. Final Report. Volume I of III: Project Results.
ED 160 736

Texas Education Agency, Austin.
Parenting Education Through Television: An Evaluation of the Middle Road Traveler Series for Adolescents.
ED 161 436

Texas State Dept. of Community Affairs, Austin. Office of Early Childhood Development.
Parenting Education Through Television: An Evaluation of the Middle Road Traveler Series for Adolescents.
ED 161 436

Texas State Dept. of Public Welfare, Austin.
Parenting Education Through Television: An Evaluation of the Middle Road Traveler Series for Adolescents.
ED 161 436

Texas State Library, Austin. Dept. of Library Development.
Texas State Library: Library Services and Construction Act. Annual Report, FFY 1977.
ED 161 427

Texas Univ., Austin. Research and Development Center for Teacher Education.
Coder Drift: A Reliability Problem for Teacher Observations.
ED 161 897
Identification of Predictors of Coding Performance: Selecting Subjects to be Trained to Use Observation Systems.
ED 161 898

Texas Univ., Dallas.
Cognitive Remediation of Blind Students. Final Report.
ED 161 233

Toledo Univ., Ohio.
Multi-Level Information Systems. AIR Forum Paper 1978.
ED 161 379

Tri-County Goal Development Project, Portland, Oreg.
K-12 Course Goals in Language Arts. Second Edition.
ED 161 025//

Trident Technical Coll., Charleston, S.C.
Female Access to Careers in Engineering Technology. Exemplary Project in Vocational Education Conducted under Section 132 of Public Law 94-482. Final Report.
ED 160 829

Unified Science and Mathematics for Elementary Schools, Newton, Mass.
Evaluation of USMES Implementation Projects. Evaluation Report.
ED 161 915

United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Basic Services for Children: A Continuing Search for Learning Priorities. A Dossier for Initiating a Dialogue Part 1, 1978. Experiments and Innovations in Education No. 36.
ED 161 793//
Intergovernmental Conference on Environmental Education Organized by UNESCO in Co-operation with UNEP (Tbilisi, USSR, 14-26 October 1977). Final Report.
ED 161 711//
A Preliminary Study of the Obstacles to, the Status of and Potential for Education for the Promotion of Disarmament. Seminar on the Obstacles to Disarmament and the Ways of Overcoming Them (3-7 April 1978).
ED 161 789

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Statistics on Education.
Statistics of Educational Attainment and Illiteracy, 1945-1974. Unesco Statistical Reports and Studies, No. 22.
ED 160 769

University of Mid-America, Lincoln, Nebr.
Characteristics of SUN Learners (First and Second Offering). Statistical Summary No. 1.
ED 161 307
Characteristics of SUN Learners (First Five Offerings). Statistical Summary No. 4.
ED 161 309
Characteristics of SUN Learners (First Four Offerings). Statistical Summary No. 3.
ED 161 308
An Examination of Goals of Potential and Actual Learners: University of Mid-America/State University of Nebraska. Working Paper No. 1 and Executive Summary.
ED 161 310

University of Southern California, Los Angeles. Dept. of Psychology.
Implied Orders As A Basis For Tailored Testing. Final Report. Technical Report No. 6.
ED 161 922

Tailor-APL: An Interactive Computer Program for Individual Tailored Testing. Technical Report No. 5.
ED 161 886

University of Western Ontario, London.
20 Year Collective Index to the Journal of Reading'' (1957-1977).
ED 161 014

University of Western Ontario, London. Dept. of Psychology.
Compensatory Education for Preschoolers: A Non-Technical Report on the U.W.O. Preschool Project. Research Bulletin No. 440.
ED 161 555

University Without Walls, Minneapolis, Minn.
Faculty Development in Individualized Education Project (1976-1978). Final Report.
ED 161 315

Upper Merion Area School District, King of Prussia, Pa.
Action and Interaction: An Elementary Library Media Program.
ED 161 437

Urban Inst., Washington, D.C.
American Ethnic Groups.
ED 162 032//

Utah State Board of Education, Salt Lake City.
Guidelines for Student Rights and Responsibilities. Final Report of the Committee on Student Rights and Responsibilities.
ED 161 160

Incremental Improvement of Career Education in Utah. Final Report.
ED 160 797

Utah State Univ., Logan. Faculty Association.
The Parent is a Teacher.
ED 161 541

Vanderbilt Univ., Nashville, Tenn. Center for the Study of Families and Children.
Selected Empirical Research and Policy Analysis on Child Care and Parent Education: Principles for Public Policy.
ED 161 559

Vector Research, Inc., Ann Arbor, Mich.
The Impact of Health System Changes on the Nation's Requirements for Registered Nurses in 1985. Health Manpower References.
ED 160 901

Vermont State Dept. of Education, Montpelier.
Procedures Manual of the Adult Right-To Read Project of the Vermont Adult Basic Education Program 1975-1978; Addison and Rural Chittenden Counties, Vermont.
ED 161 003

Veterans Administration, Washington, D.C. Office of Assistant Administrator for Personnel.
Cost-Effective Position Management: A Training Program for Local VA Management.
ED 160 804

Virginia Commonwealth Univ., Richmond.
Distributive Education Programs. A Program Information Publication.
ED 160 827

Virginia Polytechnic Inst. and State Univ., Blacksburg.
Handbook on the Organization and Administration of a Student Job Placement Service for a Secondary School.
ED 160 810

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.
Teaching Tips on Cultural Differences in Vocational Education. A Guidebook of Selected Activities for Teaching Students Who Are Ethnically and/or Culturally Different.
ED 160 767

Virginia Polytechnic Inst. and State Univ., Blacksburg. Extension Div.
Demonstration and Research Pest Control: A Training Program for the Certification of Pesticide Applicators, Manual No. 10.
ED 161 762

Virginia State Dept. of Education, Richmond.
Designs and Directions for English Programs, Grades 8-12.
ED 161 048

Virginia State Dept. of Education, Richmond. Div. of Elementary Education.
Arts Education: A Contemporary View for Schools in Virginia.
ED 161 801

Virginia State Dept. of Education, Richmond. Div. of Secondary Education.
Arts Education: A Contemporary View for Schools in Virginia.
ED 161 801

Virginia State Dept. of Education, Richmond. Div. of Vocational Education.
Handbook on the Organization and Administration of a Student Job Placement Service for a Secondary School.
ED 160 810

Teaching Tips on Cultural Differences in Vocational Education. A Guidebook of Selected Activities for Teaching Students Who Are Ethnically and/or Culturally Different.
ED 160 767

Virginia Univ., Charlottesville. Comprehensive Epilepsy Program.
Comprehensive Epilepsy Program.
ED 161 186

Washington State Univ., Pullman.
The Development of a Competency Based Professional Preparation Progam in Physical Education for Work with Handicapped Children. Final Report.
ED 161 871

Washington Univ., Seattle. Child Development and Mental Retardation Center.
Comparing Ways of Altering Parent-Child Interaction.
ED 161 558

Wayne County Intermediate School District, Detroit, Mich.
Things to do to Build Communication and Trust.
ED 160 927

Wellesley Coll., Mass.

Day Care and the Public Schools: Profiles of Five Communities.
ED 161 526//

West Central Wisconsin Consortium, La Crosse.
A Competency Based Human Relations Program Curriculum Model.
ED 161 450

Guidelines for Specification of Competencies.
ED 161 449

Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.
A Conceptual Framework for Identifying and Assessing Needs in Postsecondary Education. AIR Forum Paper 1978.
ED 161 341

A Handbook for Institutional Academic and Program Planning: From Idea to Implementation.
ED 161 327

Western Michigan Univ., Kalamazoo. Office of University Planning.
Comparing Perceived Outcomes of Different Planning Activities. AIR Forum Paper 1978.
ED 161 344

West Virginia State Dept. of Education, Charleston.
Responsibility for Educational Tasks: Role Perceptions in West Virginia.
ED 161 847

West Virginia State Dept. of Education, Charleston. Div. of Instructional Learning Systems.
Indicators of Effective Inservice: Instructional Packages.
ED 161 872

West Virginia Univ., Morgantown.
China Since Mao.
ED 161 819

Wichita Public Schools, Kans.
Behavioral Objectives: Elementary Reading. Revised.
ED 161 008

Winona Municipal Separate School District, Miss.
Quality Incremental Improvements in the Implementation of a Career-Centered Curriculum for Grades 1-12. Final Report.
ED 160 801

Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
Articulation of Bookkeeping/Accounting Competencies between Secondary and Postsecondary Levels in the Lakeshore VTAE District. Final Report.
ED 160 749

The Feasibility of Using Work Evaluation as a Tool for Assessment in Adult Basic Education. Final Report. A Sub-Project of the Graduate Student Project, Phase II.
ED 160 808

Plan for Comprehensive Vocational, Technical and Adult Post-Secondary Education Services to Wisconsin through 1980.
ED 160 811

Work Evaluation for Economically and Educationally Disadvantaged Families of Barron County. Final Report.
ED 160 763

Wisconsin State Dept. of Public Instruction, Madison.
Guidelines for Planning Industrial Education Facilities and Equipment.
ED 160 807

Third Party Evaluation Report for the Wisconsin Career Education Consortium, Project No. 554AH50646.
ED 160 787

Wisconsin K-12 Career Education Consortium. Final Project Performance Report. Volume II of Two Volumes.
ED 160 786

Wisconsin K-12 Career Education Consortium. Final Project Performance Report. Volume I of Two Volumes.
ED 160 785

Wisconsin State Reading Association, West Allis.
Theme: Basic/Survival Reading Skills.
ED 161 013

Wisconsin Univ., Madison. Coll. of Agricultural and Life Sciences.
Urban and Rural Population Change in Wisconsin Counties, 1960 to 1975. Population Series 70-9.
ED 161 602

Wisconsin Univ., Madison. Inst. for Research on Poverty.
Can Welfare Reform Eliminate Poverty? Discussion Paper No. 517-78.
ED 162 049

The Earnings of Males and Marital Disruption. Discussion Paper No. 504-78.
ED 162 046

Labor Market Structures and Job Mobility. Discussion Paper No. 505-78.
ED 162 047

Research on Economic Education: Is It Asking the Right Questions? Discussion Paper No. 510-78.
ED 162 048

Sex and Authority in the Workplace: The Causes of Sexual Inequality. Discussion Paper No. 506-78.
ED 162 042

Sexual Inequality in the Workplace: An Employer-Specific Analysis of Pay Differences. Discussion Paper No. 502-78.
ED 162 041

Space and Social Order. Discussion Paper No. 514-78.
ED 162 043

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
Calculators and Unary Operations: A Position Paper with Instructional Suggestions. Project Paper 77-7.
ED 161 672

A Monadic Module Alias a Unary Unit. Project Paper 77-5.
ED 161 670

Some Monadic/Diadic Combos. Project Paper 77-6.
ED 161 671

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.

Profiles of Successful Innovating Secondary Schools: Associated Network of IGE Middle, Junior, and Senior High Schools and Other Schools with Innovative Programs, 1978. Working Paper No. 231.
ED 161 156

Wisconsin Univ., Madison. School of Education.
Report on the Study of Cooperative Materials Examination Centers for Wisconsin.
ED 161 451

Wisconsin Univ., Madison, Univ. Extension.
Urban and Rural Population Change in Wisconsin Counties, 1960 to 1975. Population Series 70-9.
ED 161 602

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.
The Feasibility of Using Work Evaluation as a Tool for Assessment in Adult Basic Education. Final Report. A Sub-Project of the Graduate Student Project, Phase II.
ED 160 808

Third Party Evaluation Report for the Wisconsin Career Education Consortium, Project No. 554AH50646.
ED 160 787

Work Evaluation for Economically and Educationally Disadvantaged Families of Barron County. Final Report.
ED 160 763

Wittenberg Univ., Springfield, Ohio.
Impacts of Workshops for Instructional Improvement: The Results of an Evaluation of a Component of a Faculty Development Program. AIR Forum Paper 1978.
ED 161 365

Wollongong Univ., New South Wales (Australia). Dept. of Education.
Custody, Care, and Nurture: Trends in Early-Childhood Education in Wollongong.
ED 161 537

Women's Bureau (DOL), Washington, D.C.
Employment and Economic Issues of Low-Income Women: Report of a Project.
ED 162 045

World Confederation of Organizations of the Teaching Profession, Morges (Switzerland).
The Teaching Profession in the World of Tomorrow. National Reports on the Theme for 1978 in Their Original Languages.
ED 161 874

World Health Organization, Copenhagen (Denmark). Regional Office for Europe.
Child Cancer Control. Report on a Working Group.
ED 161 554

World Health Organization, Geneva (Switzerland).
Child Mental Health and Psychosocial Development. Report of a WHO Expert Committee. Technical Report Series No. 613.
ED 161 538

Wright Inst., Berkeley, Calif.
Final Report. Ethnic Minorities in American Labor Markets.
ED 161 788

Yadkin Valley Economic Development District, Boonville, N.C.
Yadkin Valley Early Childhood Creative Library Project. Final Summary Report.
ED 161 550

Yale Univ., New Haven, Conn.
Children Are the Revolution: Day Care in Cuba.
ED 161 560//

Yale Univ., New Haven, Conn. Dept. of Computer Science.
Sam A Story Understander. Research Report No. 43.
ED 161 024

Yale Univ., New Haven, Conn. Dept. of Psychology.
Psychometrics, Mathematical Psychology, and Cognition: Confessions of a Closet Psychometrician. Technical Report No. 10.
ED 161 958

Understanding and Appreciating Metaphors. Technical Report No. 11.
ED 160 979